DOCUMENT RESUME

ED 355 841 FL 800 630

TITLE	[Project EXCEL. Curriculum Ace Mailing: Modules 1-6.]
INSTITUTION	Career Resources Development Center, Inc., San Francisco, CA.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	91
CONTRACT	V198A10293
NOTE	311p.; For related documents, see FL 800 626-631.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Curriculum Guides; Employee Attitudes; *English (Second Language); Job Skills; Language Skills; *Limited English Speaking; *Literacy Education; Pronunciation; Records (Forms); *Small Businesses; Work Environment
IDENTIFIERS	California (San Francisco); Mail Room Occupations; *Project EXCEL CA; *Workplace Literacy

ABSTRACT

Six curriculum modules for Ace Mailing, a San Francisco communications and mass mailing firm, are presented. Ace Mailing was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The modules are as follows: (1) Ace Basics; (2) Stuff It, Seal It, Sort It, & Send It; (3) Getting the Job Done; (4) May I Help You?; (5) Forms Made Easy; and (6) Special Delivery: Pronunciation at Work. The modules each contain a brief teaching guide divided into units as well as a listening script and answer key. (Contains 7 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED355841

ACE_MAILING

MODULE 1

ACE Basics

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Rachel
Khattab
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it
Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Project EXCEL

BEST COPY AVAILABLE

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

**Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992**

Copyright © 1991 by Career Resources Development Center

655 Geary Street
San Francisco, CA 94102
(415) 775-8880

320 13th Street
Oakland, CA 94612
(415) 268-8886

All rights reserved. Permission is given to social and educational facilities to reproduce this workbook if there is no charge to students.

Printed in U.S.A.

CONTENTS

PAGE

INTRODUCTION i

TEACHING GUIDE iii

OBJECTIVES x

TEXT

Unit 1: Name 1

Unit 2: Greetings 3

Unit 3: Time 7

Unit 4: Telephone Number 11

Unit 5: Address 15

Unit 6: The Calendar 22

Unit 7: The Weather 27

Unit 8: What's the Matter? 31

Unit 9: Personal Information 34

Review: The English Alphabet 46

Numbers 52

LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders, and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

Project
EXCEL

EDUCATION PARTNER

CRDC
655 Geary Street
San Francisco, CA 94102

Staff

Chui L. Tsang, Project Director

Mabel Teng, Project Co-director

David Hemphill, External Evaluator

Pennie Lau, Curriculum Developer

Chris Shaw, Counselor/Instructor

Stephanie Levin, Counselor/Instructor

Lisa-Anne Lee, Student Intern

Denise McCarthy, Consultant

BUSINESS PARTNER

Ace Mailing, Inc.
2757 16th Street
San Francisco, CA 94103

Personnel

Gwen Kaplan, President

George Hamilton, Account Executive

Mitchel Darrow, Administrative Manager

Tony Revier, Production Manager

TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Ace Mailing, Inc. The English proficiency level of the workers in this class ranges from ESL level 50 to level 100. All of the students are of Hispanic origin with Spanish as their native language. They all have very limited education in their native countries. Some have never taken an English class in the United States before while several others have taken a semester or two of Adult Basic Education at a local community college center.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Because teamwork and cooperation are so essential in the workplace, opportunities for pair practice and group interaction are important components of this module. Each unit affords practice in listening, speaking, reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate. Material from different units may be taught simultaneously to keep the class interested and motivated.

Below is a listing of some features and activities that are included in the workbook. There are also suggested activities to provide extended practice for students.

Visuals

Visuals are a vital part of teaching. Pictures, hand drawings, photographs and real objects add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Every competency can be pre-taught by using visuals to introduce the new subject. Flashcards are great tools to have for beginning classes. They can be used to introduce vocabulary and lend themselves to quick, periodic review of key vocabulary. Pictures in the text can be enlarged and made into flashcards for the purposes of introducing and reviewing words. New topics and exercises should be pre-taught before students turn to their texts.

Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunities to hear different voices and speaking styles. It also allows for consistent repetitious listening usually needed in a beginning class.

Dialogues

Dialogues introduces the language in context and the competency. It is the core from which other activities and expansions in the unit emerge. The dialogues are intentionally short, no more than eight or nine lines, to ensure easy listening and repetition. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for controlled oral practice.

3. Repetition of the Dialogue

Once the students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role (A) and the students (B). The roles are reversed for another practice of the dialogue. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue while the teacher circulates to listen for problem areas, offering assistance as needed.

4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" can be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. Later, A and B strips may be assigned to each pair partner to make the oral practice more challenging. One partner gets the A strips and the other, B strips. They are told not to look at each other's lines. They then must listen carefully to each other to proceed through the dialogue. This exercise allows for good listening, speaking and reading practice.

Listening Activities

Ample listening exercises are provided and recommended to check student comprehension of the material presented. The use of fill-ins and listen and circle activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time in case they miss anything the first time around. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor which is a good language learning skill to acquire at the earliest stages of second language acquisition.

Interviews

Many units in the text include one or more interview activities. These activities are designed to help students use previously practiced language in less controlled situations. Students use the language for the purpose of obtaining real information from their partners and later share this information with the rest of the class. The first student asks the questions and another responds. The first student listens carefully, asks for repetition or clarification, and takes notes to share information with the class at the conclusion of the activity.

To prepare students for this type of activity, the teacher should first model each question, have students repeat, and check comprehension. The teacher then asks for a volunteer to help model the exercise for the other students. Students are then asked to interview the people closest to them or stand up and roam around the room to ask others. As students proceed with the activity, the teacher circulates, provides assistance if needed, and identifies problem areas for practice later. The final step is for the students to report back, sharing and discussing the information they have obtained. This kind of exercise allows for some writing practice and reading of simple grids.

Pair Practice Activites

Pair practices are used and recommended throughout the module. Different parts of a dialogue can be substituted with words suggested by the teacher or students. Students practice a particular dialogue over and over again substituting a different term each time until new structures become natural. Teachers should model the activity several times with an instructional aide or a student so that other students understand what is to be done during a paired activity. The teacher should circulate during pair practices to monitor progress. The teacher can provide further practice on problem areas with the whole class at a later time.

Information Gap Activities

In information gap activities (Student A/Student B), each partner has different information. Students must communicate in order to complete a task. This type of practice is challenging because if communication is not clear or inadequate, the task cannot be completed. The steps for information gap activities are the same as for paired activities except that in information gap activities students cannot look at each other's papers. It is crucial that the teacher prepares students well for this kind of exercise. A dialogue usually precedes an information gap activity and gives students a model of the type of language they are expected to use with a particular activity. The teacher then models the first one or two tasks with students before asking them to work with each other on their own.

Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Picture-Word Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. Make sure each partner understands his or her role so that one does not do the work for the other. This allows the slower students an opportunity to contribute. Modeling the language and the procedure for this exercise for students helps them see the purpose and goals of this exercise.

2. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. Teachers can summarize a unit or a competency by selecting a few words, phrases, or sentences that are essential for dictation. The teacher reads the words or sentences at normal speed and the students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. Some students may peek into their workbooks or at others' papers. This is fair game for them because they must know what to look for and where to look for the right answers. Students are then paired or grouped to compare and correct each other's sentences. The teacher circulates around the room for assistance. Several students are then called to put their answers on the board. By the time the words or sentences are written on the board, they are usually 90% correct. The teacher then goes over the remaining problem areas.

For a low level class, a teacher can help students out by drawing blanks for words in each sentence on the board during correction time. students go up to the board to write the sentences out according to the number of blanks drawn. The teacher checks for problems, and then proceeds to have the class repeat the corrected sentences. To provide further oral practice, the teacher can do a "disappearing board trick." The teacher erases more and more words from the board until students can eventually repeat the sentences without much or any written representation at all.

3. Scrambled Sentences

Scrambled sentences work very well for beginning students. They make for a good small group activity. Sentences are enlarged and cut into individual word or phrases and are placed in envelopes to be passed out to each student group. Students work together to put the sentence or sentences together. When they believe they have the words appropriately placed in order, they are asked to write the sentences on the board. Some teachers like to have the students hold the words up and line up in front of the class in correct order. This way, the other students can help correct and read the sentences out loud. Students learn well and enjoy this activity because they are able to physically arrange and rearrange the words.

Many of the activities mentioned above can be made more exciting by introducing an element of competition into the activity. Prizes and honorable mention can be given to an individual student or groups of students for successfully completing an activity first.

Listed above are just some of the more successful interactive reading and writing activities used in our classrooms. Many more creative techniques can be found in current ESL literature and textbooks to reinforce the learning of classroom material.

Acknowledgement of contribution to Module 1 course material:

Kathleen Kelley Beal; Entry to English Literacy-Book 1 and 2; Steck-Vaughn Company.

Christine Bunn and Sharon Seymour; Stepping Out; Collier Macmillan.

Tim Harris; Practical English 1; HJB Publishers.

Autumn Keltner and Gretchen Bitterlin; English for Adult Competency 1; Prentice Hall, Inc.

Lynellyn D. Long and Janet Spiegel-Podnecky; In Print - Beginning Literacy Through Cultural Awareness; Addison Wesley Publishing Co.

Lee Mosteller and Bobbi Paul; Survival English; Prentice Hall, Inc.

Yvonne Wong Nishio; Longman ESL Literacy; Longman, Inc.

OBJECTIVES OF MODULE 1

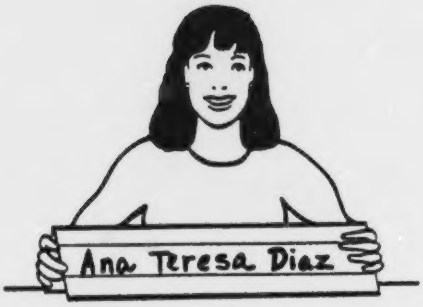
Module 1 is designed to familiarize Ace Mailing employees with classroom instruction and procedures, review the basic components of written English and the numeric system, introduce the importance of casual communication in the workplace, and help workers follow and respond to instructions with emphasis on confirming and asking for clarification when communication breakdowns occur. The aim of the activities in this module is to enable workers to feel more comfortable in a classroom setting, encourage workers to initiate and respond to casual interpersonal exchanges at work, and follow instructions with greater ease and efficiency.

Students will be able to:

1. Read and write English alphabets in upper and lower case forms.
2. Read, write and comprehend numbers.
3. Make personal contact with co-workers and staff: greetings and small talk.
4. Ask and respond to personal information questions.
5. Fill out a simple personal information form.
6. Confirm information and ask for clarification.

UNIT 1: NAME

Say the dialogue.



A: What's your **full name**?

B: My **full name** is ______________________________

____.

Read and write about you.

CIRCLE: MS. NAME: ____________________________________
MISS
MRS.
MR.

CIRCLE: MR. MS. MISS MRS. NAME: ______________________

Mr.
Ms. ____
Miss (Last Name) (First Name)
Mrs.

Say the dialogue.

A: Excuse me. What's your **first name**?

B: My **first name** is Ana.

A: Please spell it for me.

B: A - n - a.

A: What is your **last name**?

B: My **last name** is Diaz. D - i - a - z.

A: D - i - a - z?

B: Yes. That's correct.

Ask your teacher and classmates for their names and write the information below:

	Teacher	Student 1	Student 2
What is your first name?			
What is your last name?			

UNIT 2: GREETINGS

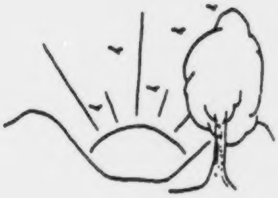
Vocabulary:

Good morning.
Good afternoon.
Good evening.

I'm fine.
I'm OK.
Pretty good. / Not bad.

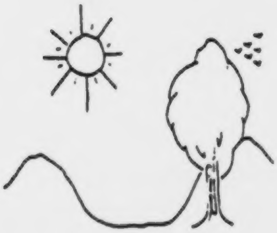
Dialogue 1

A: Good morning, Bob. How are you?
B: I am fine. And you?
A: Pretty good.



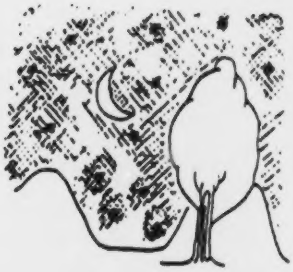
Dialogue 2

A: Good afternoon, Chris. How are you?
B: I'm fine, thanks. And you?
A: Not bad.

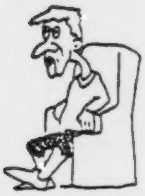


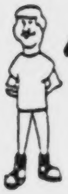
Dialogue 3

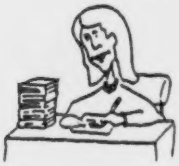
A: Good evening, Maria. How are you?
B: I'm fine. And you?
A: I'm OK. Not bad.



Match sentences to pictures.







He is fine.

She is sick.

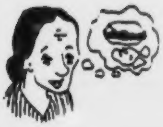
She is busy.

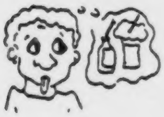
He is tired.

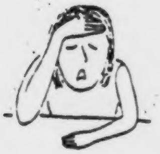
She is sleepy.

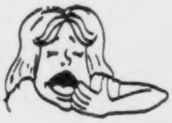
He is thirsty.

She is hungry.









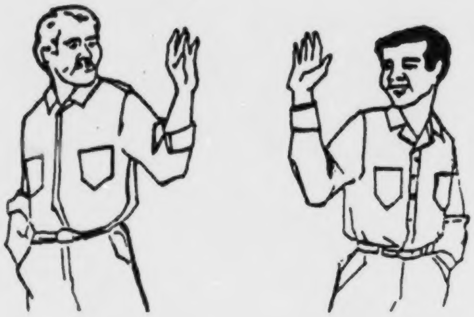
Fill in the missing verbs and their contracted forms.

1. I __am__ tired. ____I'm____ tired.
2. You ________ sick. ______________ sick.
3. She ________ sleepy. ______________ sleepy.
4. He ________ thirsty. ______________ thirsty.
5. I ________ hungry. ______________ hungry.
6. You ________ busy. ______________ busy.

Vocabulary:

Have a nice day!
Have a nice evening!
Have a nice weekend!

Thanks, you too.
Same to you.



Dialogue 1

A: Goodbye! See you tomorrow.
Have a nice day!

B: Thanks, you too!

Dialogue 2

A: Bye! Have a nice evening!

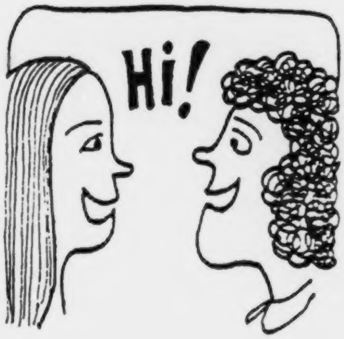
B: Thanks, you too!

Dialogue 3

A: Bye! See you Monday.
Have a nice weekend!

B: Thanks. Same to you!

Vocabulary:	How was your weekend?	It was great.
	How was yours?	It was alright.
	How was your vacation?	Not so good.



Dialogue 1

A: Julio, how was your weekend?

B: It was great. How was yours?

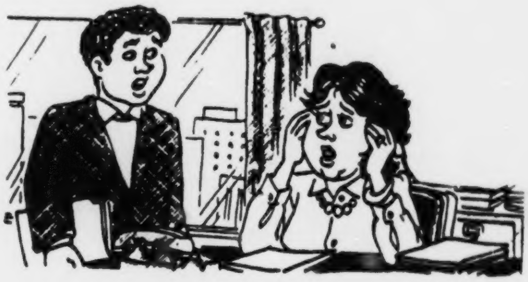
A: Not bad.

Dialogue 2

A: Tony, how was your long weekend?

B: It was alright. And yours?

A: Not bad.



Dialogue 3

A: Sandy, how was your weekend?

B: Not so good.

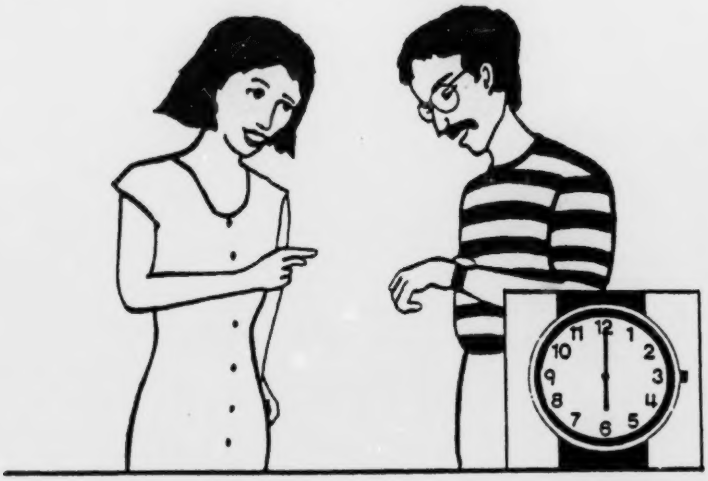
A: Why? What happened?

B: I was sick all weekend.

A: Oh, that's too bad. I hope you feel better now.

UNIT 3: TIME

Say the dialogue.

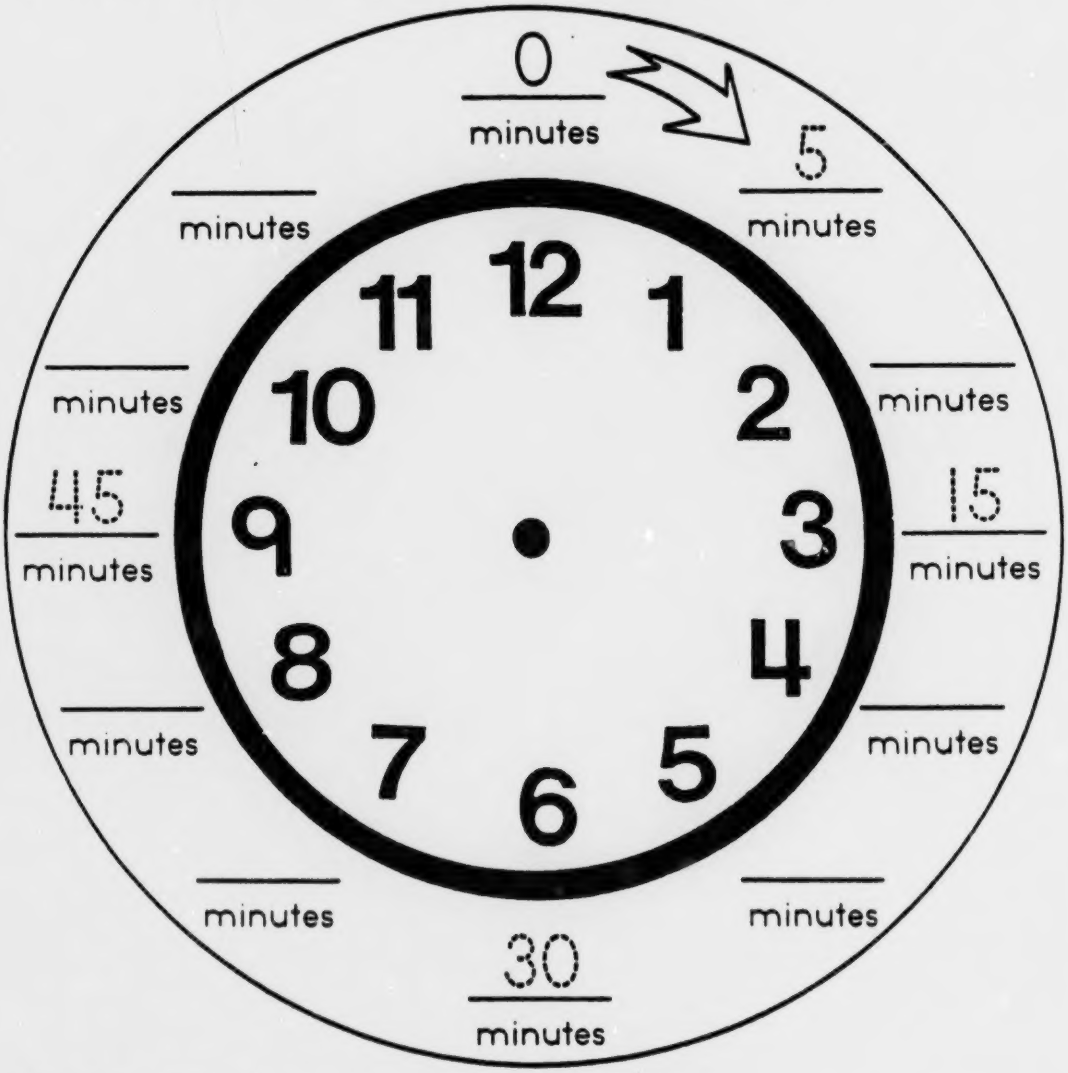

12
1
2
3
4
5
6
7
8
9
10
11

A: What time is it?
B: It's 6:00.
A: Thank you.
B: You're welcome.

Say the time.

1. 6:00
2. 3:00
3. 9:00
4. 1:00
5. 11:00
6. 12:00
7. 8:00
8. 4:00
9. 10:00
10. 7:00

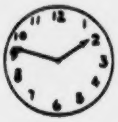
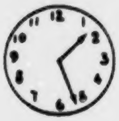
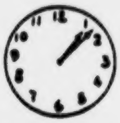
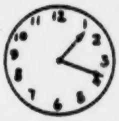
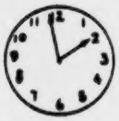
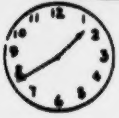
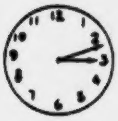
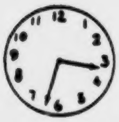
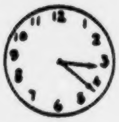
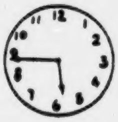
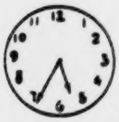
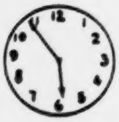
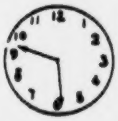
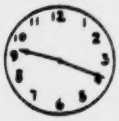
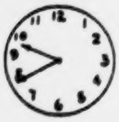
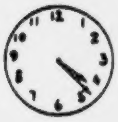
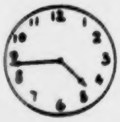
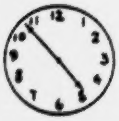
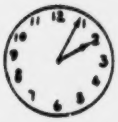
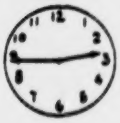
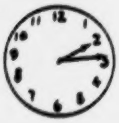
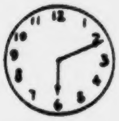
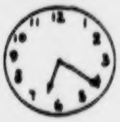
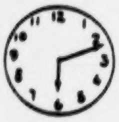
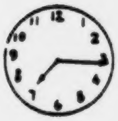
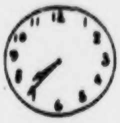
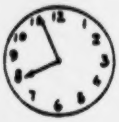
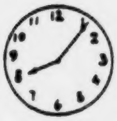
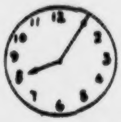
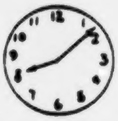
WRITE THE NUMBERS FOR MINUTES.


0
minutes
5
minutes
minutes
minutes
minutes
15
minutes
45
minutes
minutes
minutes
minutes
minutes
30
minutes
12
1
2
3
4
5
6
7
8
9
10
11

USE THE CLOCK. SAY THE TIME.

Hour		Minutes
1	:	15
9	:	30
3	:	45
7	:	00

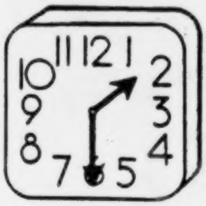
Listen and circle the time you hear.

	A	B	[✓ C]
1.			[✓ ]
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

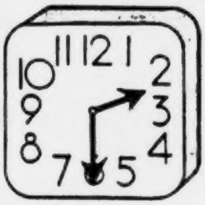
Write the time.

TIME

1. What time is it?

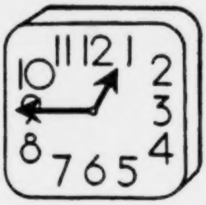


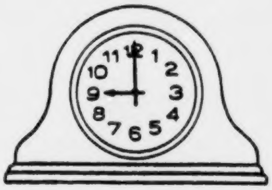
1:30



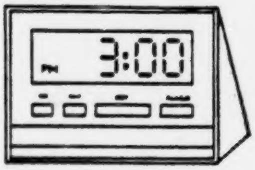
2:30

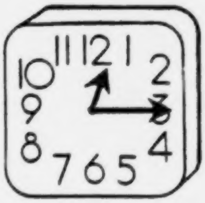
2. What time is it?



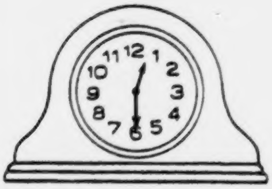


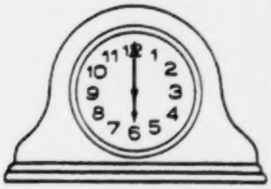
3. What time is it?



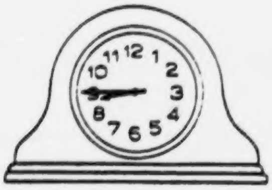


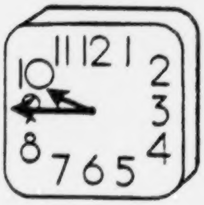
4. What time is it?



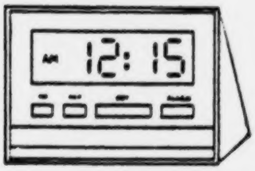


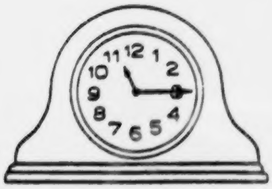
5. What time is it?



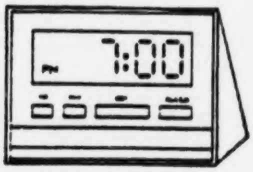


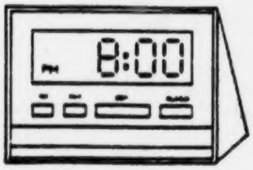
6. What time is it?



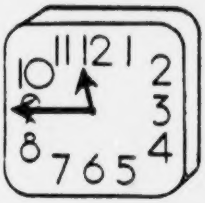


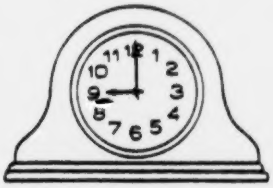
7. What time is it?





8. What time is it?





UNIT 4: TELEPHONE NUMBER

714
560-4311

Exercise 1

Listen and circle the number you hear.

A. 536-4212 [✓ 536-4202]

B. 345-9762 345-9752

C. 454-8976 454-9976

D. 778-2056 778-2046

E. 626-1139 636-1139

F. 255-7509 251-7509

Exercise 2

Listen and write the missing numbers.

A. 5 9 8 -3257

B. 289-___ ___82

C. 742-62___ ___

D. ___ ___5-7160

E. 357-___ ___22

F. 652-27___ ___

Exercise 3

Listen and write the number you hear.

A. 462-8069

B. ___

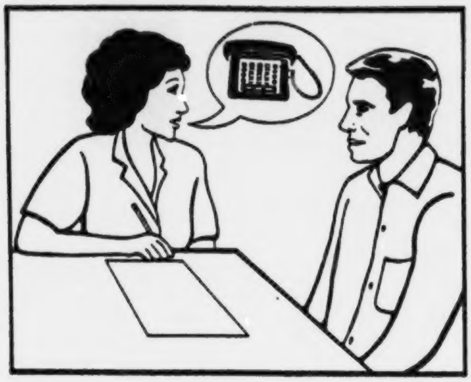
C. ___

D. ___

E. ___

F. ___

Say the dialogue.



A: What's your telephone number?

B: ______________________________

A: Excuse me?

B: ______________________________

Ask your teacher and classmates for their phone numbers.

	Telephone Numbers
Teacher	
Student 1	
Student 2	
Student 3	

Telephone Numbers
(Student A)

Say the dialogue.

A: What's the number of **Ace Mailing**?

B: It's 863-4223.

A: Could you say that again?

B: It's 8 6 3 - 4 2 2 3.

A: Thanks.

B: You're welcome.

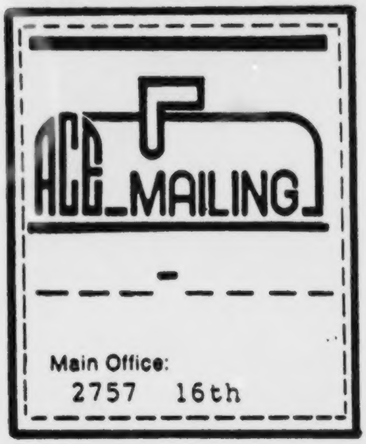
Ask your teacher for the numbers of

1. Ace Mailing
2. Tony's Restaurant

Write answers on the business cards below.

Ask Partner B for other missing numbers.

1.

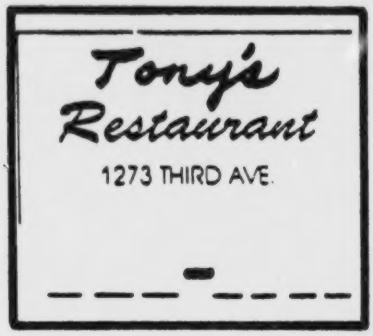


ACE MAILING

___-_____

Main Office:
2757 16th

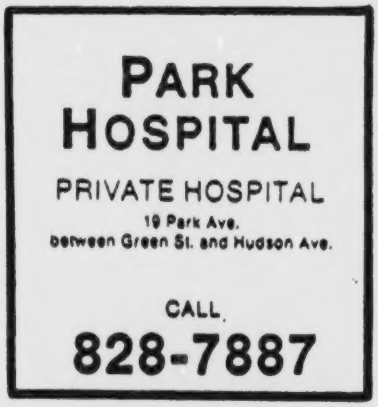
2.



Tony's Restaurant
1273 THIRD AVE.

___-_____

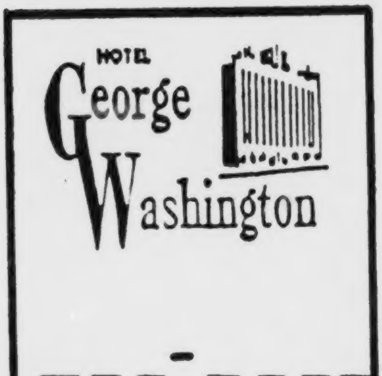
3.



PARK HOSPITAL
PRIVATE HOSPITAL
19 Park Ave.
between Green St. and Hudson Ave.

CALL
828-7887

4.

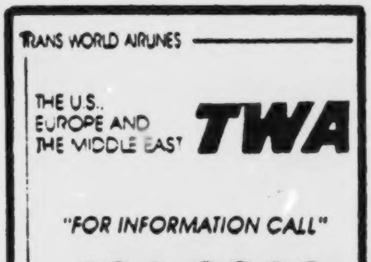


HOTEL
George Washington

___-_____

LEXINGTON AVE. AT 23rd ST.

5.

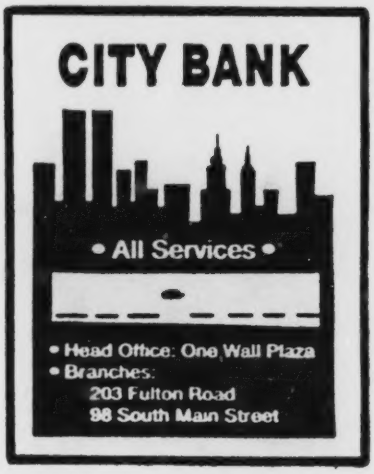


TRANS WORLD AIRLINES

THE U.S.,
EUROPE AND
THE MIDDLE EAST
TWA

"FOR INFORMATION CALL"
691-2303

6.



CITY BANK

• All Services •

___-_____

• Head Office: One Wall Plaza
• Branches:
203 Fulton Road
98 South Main Street

Telephone Numbers
(Student B)

Say the dialogue.

A: What's the number of **Ace Mailing**?

B: It's 863-4223.

A: Could you say that again?

B: It's 8 6 3 - 4 2 2 3.

A: Thanks.

B: You're welcome.

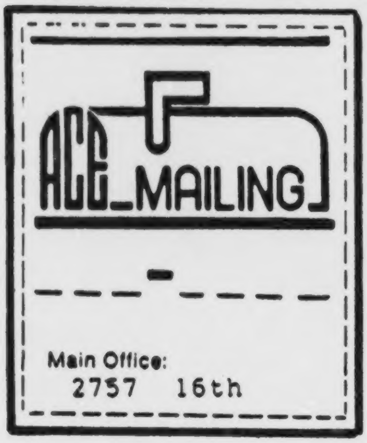
Ask your teacher for the numbers of

1. Ace Mailing
2. Tony's Restaurant

Write answers on the business card below:

Ask Partner A for the other missing numbers:

1.

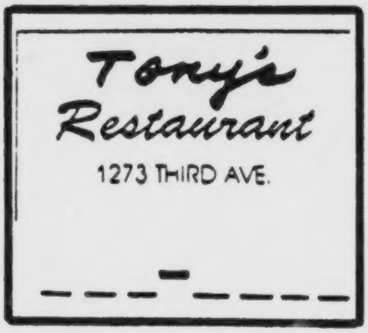


ACE MAILING

___-____

Main Office:
2757 16th

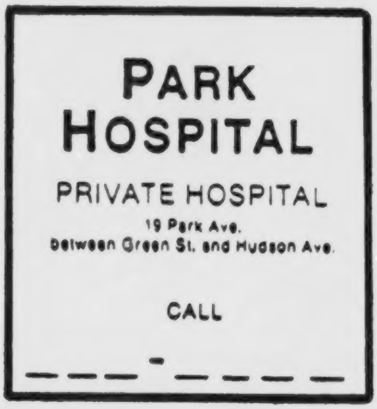
2.



Tony's Restaurant
1273 THIRD AVE.

___-____

3.

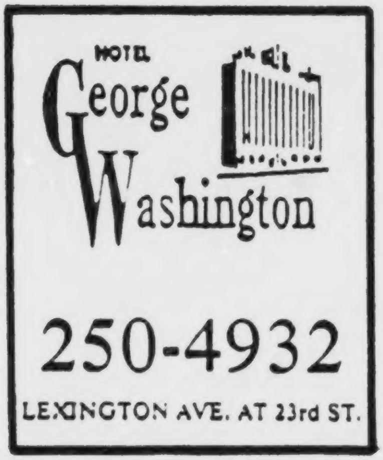


PARK HOSPITAL
PRIVATE HOSPITAL
19 Park Ave.
between Green St. and Hudson Ave.

CALL

___-____

4.

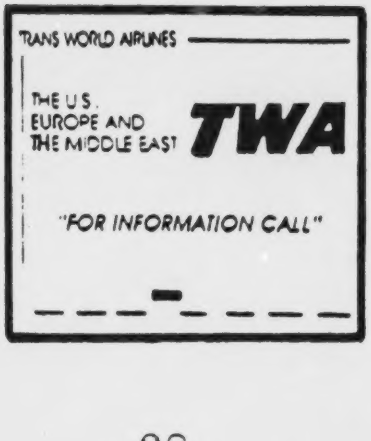


HOTEL
George Washington

250-4932

LEXINGTON AVE. AT 23rd ST.

5.



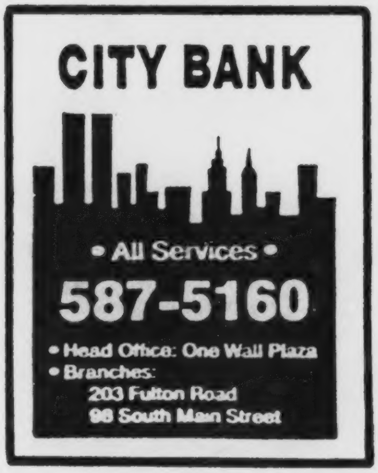
TRANS WORLD AIRLINES

THE U.S.
EUROPE AND
THE MIDDLE EAST TWA

"FOR INFORMATION CALL"

___-____

6.



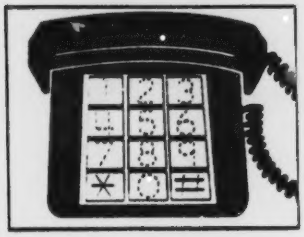
CITY BANK

• All Services •
587-5160

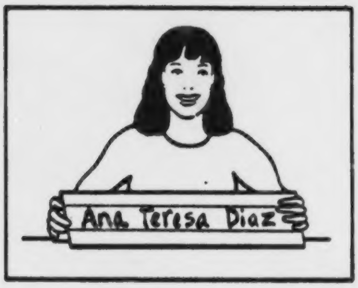
• Head Office: One Wall Plaza
• Branches:
203 Fulton Road
98 South Main Street

UNIT 5: ADDRESS

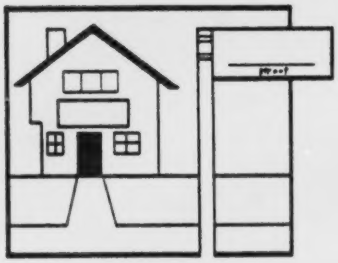
MATCH.



Name

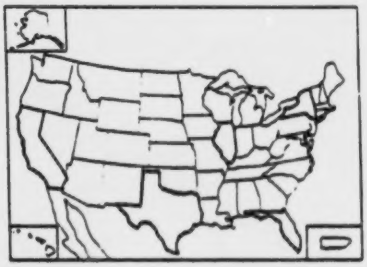

Ana Teresa Diaz

Address

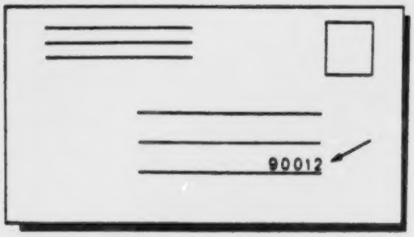


Telephone

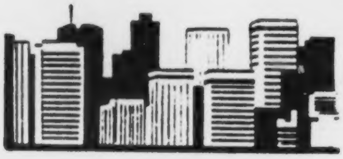
City



State



Zip Code



FILL OUT THE FORM.

Name____
first   last
Address____
City__________________________________ State__________
Zip Code________ Telephone(   )_____________________

What's the address?

Exercise 1

Listen and circle the address you hear.

1. 655 State Street [✓ 665 State Street]
2. 82 East Avenue 83 East Avenue
3. 428 Pine Street 448 Pine Street
4. 144 Spring Road 1404 Spring Road
5. 139 Lake Avenue 129 Lake Avenue
6. 5206 Main Street 5026 Main Street

Exercise 2

Listen and write the missing numbers.

1. 3 2 5 South Street
2. 12__ __ Brook Avenue
3. __ __1 Bay Road
4. __ __68 Grand Avenue
5. 76__ __ First Street
6. 5__ __ River Road

Exercise 3

Listen and write the address you hear.

1. 742 Main Street
2. ______ Linden Avenue
3. ______ Church Road
4. ______ Oak Street
5. ______ Penfield Road
6. ______ Lake Avenue

What's the zip code?

SAN DIEGO 92115

EXERCISE 1

Listen and Circle the number you hear.

A. 94121 [✓ 94131]

B. 94116 94118

C. 94108 94106

D. 94122 94120

E. 94001 94021

F. 94616 94816

EXERCISE 2

Listen and write the missing numbers.

A. 9 4 1 3 3

B. 9 _ 1 _ 6

C. _ _ 2 0 _

D. 9 _ _ 2 8

E. 8 _ 0 _ 5

F. 1 0 _ _ 7

EXERCISE 3

Listen and write the zip code.

A. 94121

B. ____________

C. ____________

D. ____________

E. ____________

F. ____________

Say the dialogue.

A: What's your address?

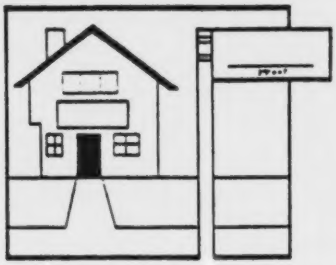
B: ____.

A: Could you repeat that?

B: ____.

A: Thank you.

Ask your classmates for their addresses and write answers below.



	Address
Classmate 1	
Classmate 2	
Classmate 3	
Classmate 4	

Reading Address Labels

Label 1

0234A

Joe Ferrin
2239 Sanchez St. #7
San Francisco, CA 94118

What's the label # ? 0234A

What's the street? Sanchez St.

What's the city? ____________

What's the state? ____________

What's the zip code? ____________

Label 2

0334D

Acme, Inc.
574 39th Ave.
New York City, NY 10032

What's the label # ? ____________

What's the street? ____________

What's the city? ____________

What's the state? ____________

What's the zip? ____________

Label 3

0474J

ABC Hardware Co.
234 Main St.
Dallas, TX 34314

What's the label # ? ____________

What's the city? ____________

What's the state? ____________

What's the zip? ____________

Address Labels
(Student A)

Say the dialogue:

A: What's the address on label 0234A?

B: It's 2239 Sanchez Street, apartment 7.

A: Spell "Sanchez" for me.

B: S-a-n-c-h-e-z.

A: What's the zip code?

B: 94118.

A: Did you say 9-4-1-1-8?

B: Yes. That's correct.

Ask your teacher for the missing information on 1. Label 0234A
Write the information on the labels below.

Ask Partner B for missing information on the other labels.

0234A
Joe Ferrin
____
San Francisco, CA ________

0334D
Acme, Inc.
____
New York City, ___ 10032

0474J
ABC Hardware Co.
234 Main St.
________, TX ________

Address Labels
(Student B)

Say the dialogue:

A: What's the address on label 0234A?

B: It's 2239 Sanchez Street, apartment 7.

A: Spell "Sanchez" for me.

B: S-a-n-c-h-e-z.

A: What's the zip code?

B: 94118.

A: Did you say 9-4-1-1-8?

B: Yes. That's correct.

Ask your teacher for the missing information on 1. Label 0234A
Write the information on the label below.

Ask Partner A for missing information on the other labels.

0234A
Joe Ferrin
____
San Francisco, CA ________

0334D
Acme, Inc.
574 39th Ave.
________________, NY ________

0474J
ABC Hardware Co.
____
Dallas, ___ 34314

UNIT 6: THE CALENDAR

DAYS OF THE WEEK

Match long forms with short forms.

Sunday	Thurs.
Monday	Sat.
Tuesday	Mon.
Wednesday	Fri.
Thursday	Sun.
Friday	Wed.
Saturday	Tues.

Fill in the missing days of the week.

JUNE

S	M	T	W	T	F	S
Sun.			Wed.			Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Write the days of the week.

1. Sun. ↷ Mon.

2. ______ ↶ Sat.

3. Tues. ↷ ______

4. ______ ↶ Tues.

5. Wed. ↷ ______

6. ______ ↶ Fri.

7. Thurs. ↷ ______

8. Fri. ↷ ______

MONTHS OF THE YEAR

Match long forms with short forms.

January	Mar.
February	June
March	Sept.
April	Jan.
May	Nov.
June	Feb.
July	Apr.
August	May
September	Dec.
October	July
November	Aug.
December	Oct.

Write the missing months.

1. January

2. February

3. March

4. April

5. ______________

6. ______________

7. July

8. ______________

9. September

10. October

11. ______________

12. ______________

Write the months.

1. Dec. ← Nov. ← Oct. ← ______________

2. ______________ ← July ← ______________ ← May

3. April ← ______________ ← ______________ ← Jan.

Write the dates that are circled.

August 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	②	3
4	5	6	⑦	8	9	10
11	12	13	14	⑮	16	17
⑱	19	20	21	22	23	24
25	26	㉗	28	29	30	㉛

1. August 2, 1991 8-2-91
2.
3.
4.
5.
6.

December 1991

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
①	2	3	4	5	6	7
8	9	10	11	12	⑬	14
15	⑯	17	18	19	20	21
22	23	24	25	26	27	㉘
29	30	31				

1. December 1, 1991 12-1-91
2.
3.
4.

MAKE A CALENDAR FOR THIS MONTH.

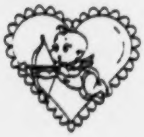
____

month

Sun.						

Look at a calendar. Write the dates of the following holidays.

1. Valentine's Day February 14

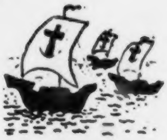


2. Washington's Birthday ____________________

3. Independence Day ____________________

4. Labor Day ____________________

5. Columbus Day ____________________



6. Thanksgiving Day ____________________

7. Halloween ____________________

8. Christmas ____________________

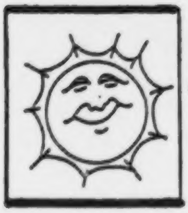
Ask a classmate about the holidays above. Use the following dialogue:

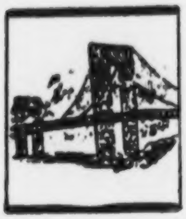
A: When is ____________________?

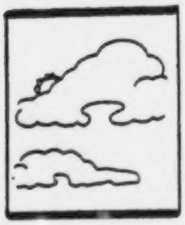
B: It's on ____________________.

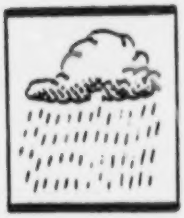
UNIT 7: THE WEATHER

Match pictures to sentences.









It's hot.

It's cloudy.

It's sunny.

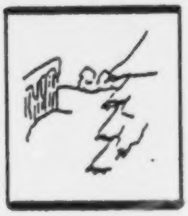
It's cold.

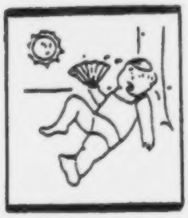
It's raining.

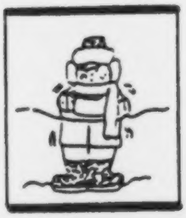
It's windy.

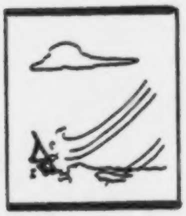
It's snowing.

It's foggy.









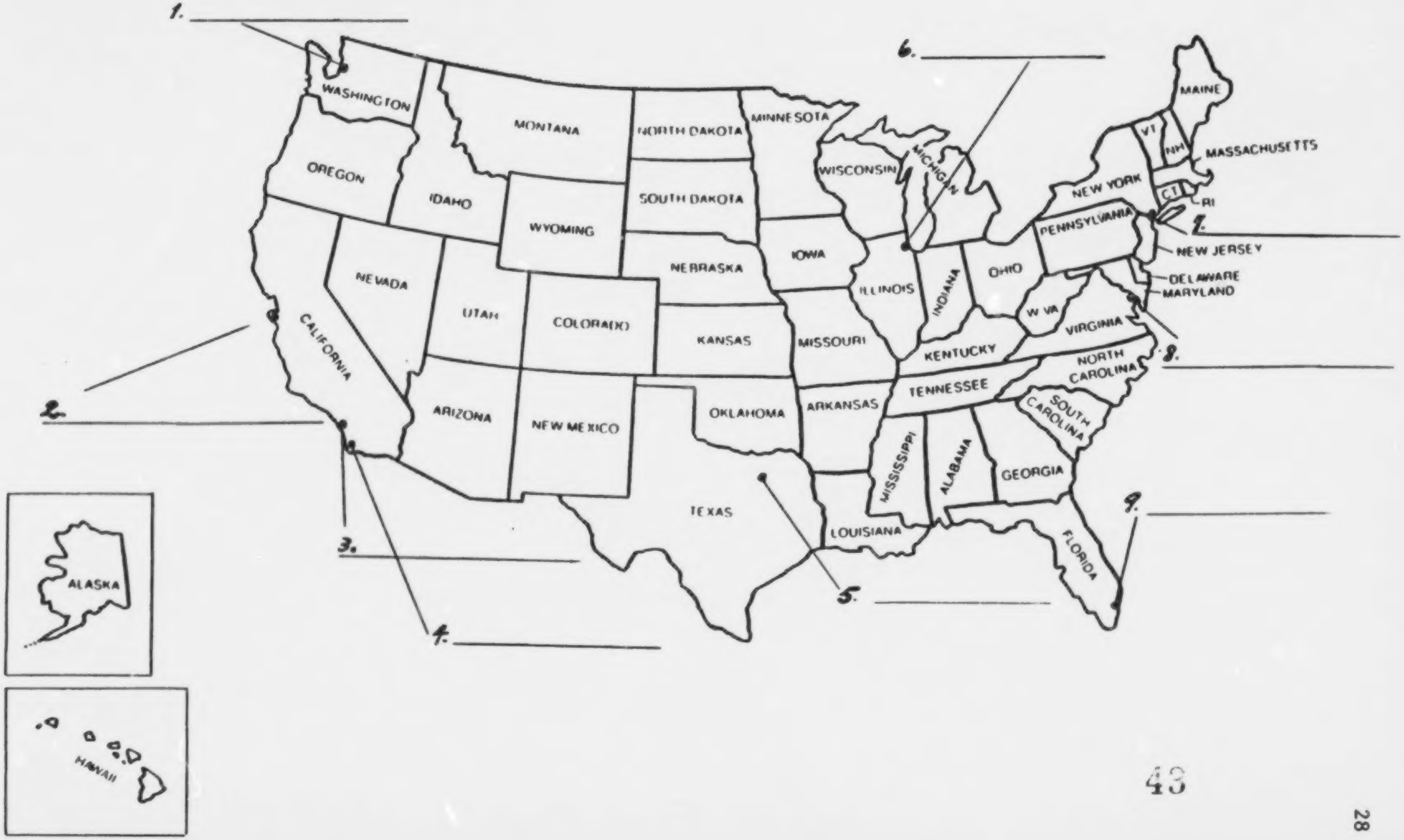
How's the weather today? ________________________________

____

____

Look at the map on the wall. Locate the major cities of the United States.

San Francisco
Dallas
Chicago
Los Angeles
San Diego
Miami
New York City
Washington D.C.
Seattle


1.
2.
3.
4.
5.
6.
7.
8.
9.
WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
ARIZONA
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
W VA
PENNSYLVANIA
NEW YORK
VT
NH
MAINE
MASSACHUSETTS
CT
RI
NEW JERSEY
DELAWARE
MARYLAND
ALASKA
HAWAII

The Weather
(Student A)

Say the dialogue.

A: How's the weather in San Francisco today?

B: It's foggy.

A: What's the high?

B: It's 60 degrees.

A: What's the low?

B: It's 45 degrees.

A: Pardon me?

B: It's 45 degrees.

Ask your teacher for weather information of

1. San Francisco
2. Chicago

Write answers in the box below.

Ask Partner B for the missing weather information of other cities.

Today's Weather Around the U.S.

City	High	Low	Weather
Chicago			
Dallas			
Los Angeles	70	55	sunny
Miami			
New York City	40	28	raining
San Diego			
San Francisco			
Seattle	40	30	windy
Washington D.C.			

The Weather
(Student B)

Say the dialogue.

A: How's the weather in San Francisco today?

B: It's foggy.

A: What's the high?

B: It's 60 degrees.

A: What's the low?

B: It's 45 degrees.

A: Pardon me?

B: It's 45 degrees.

Ask your teacher for weather information of
1. San Francisco
2. Chicago

Write answers in the box below.

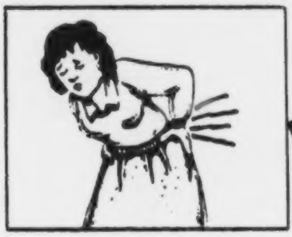
Ask Partner A for the missing information of other cities.

Today's Weather Around the U.S.

City	High	Low	Weather
Chicago	____	____	____
Dallas	56	37	cloudy
Los Angeles	____	____	____
Miami	75	60	sunny
New York City	____	____	____
San Diego	72	64	warm
San Francisco	____	____	____
Seattle	____	____	____
Washington D.C.	44	32	windy

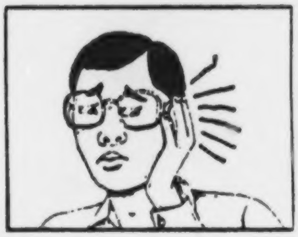
UNIT 8: WHAT'S THE MATTER?

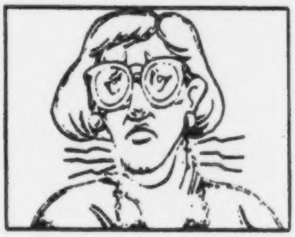
Match words to pictures.



1. a headache

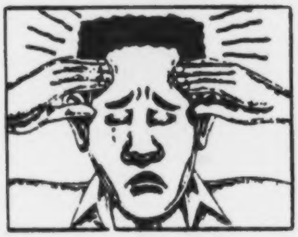
2. a stomachache

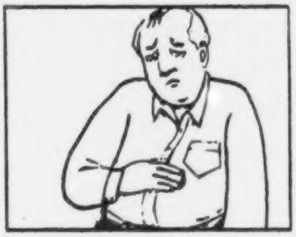




3. a backache

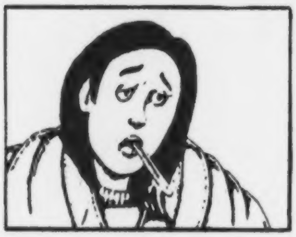
4. a toothache

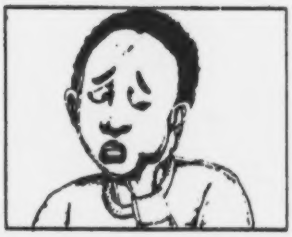




5. an earache

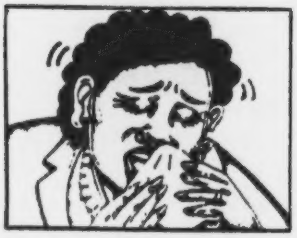
6. a sore throat





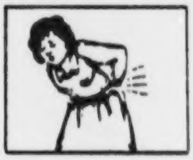
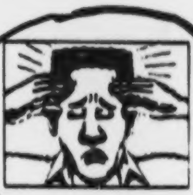
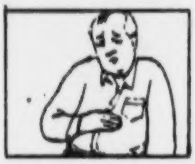
7. a cold

8. a fever

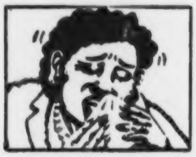
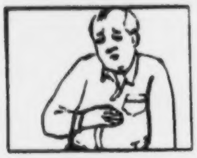
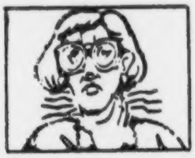


Listening 1 - **Listen to the dialogues and circle what you hear.**

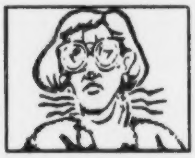
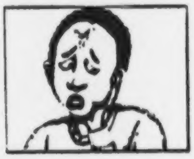
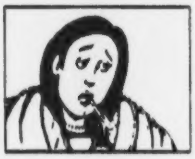
1.

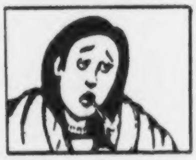
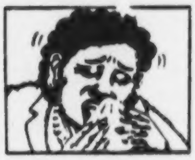
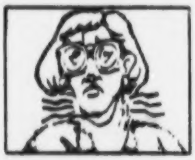
2.

3.

4.

Listening 2 - **Listen to the dialogues and circle what you hear.**

1. a. I have a cold.
   [✓ b.] I have a fever.
   c. I have a sore throat.

2. a. I have a stomacheache.
   b. I have a fever.
   c. I have a headache.

3. a. I have a toothache.
   b. I have a cold.
   c. I have a sore throat.

4. a. I have a backache.
   b. I have an earache.
   c. I have a headache.

5. a. I have a sore throat.
   b. I have a backache.
   c. I have a headache.

6. a. I have an earache.
   b. I have a backache.
   c. I have a toothache.

Say the dialogue.

A: How are you?

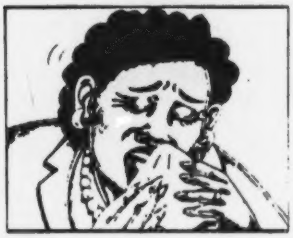
B: Not so good. I'm sick.

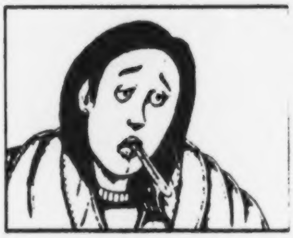
A: What's the matter?

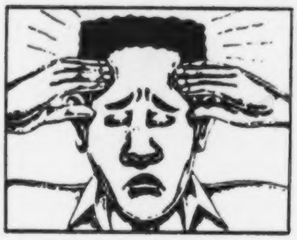
B: I have a headache.

A: That's too bad. I hope you feel better soon.

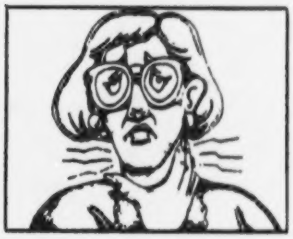
Write and then practice the above dialogue with a partner. Substitute the above underlined word with words below.

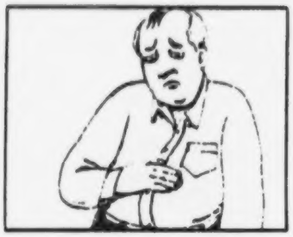


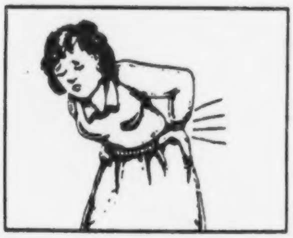




1. She has a cold.
2. ____________
3. ____________

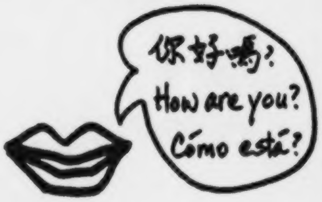






4. ____________
5. ____________
6. ____________

UNIT 9: PERSONAL INFORMATION

Country	**Nationality**	**Language**
		 你好嗎? How are you? Cómo está?
I'm from ________.	**I'm ________.**	**I speak ________.**
1. The United States	American	English
2. China	Chinese	________
3. El Salvador	________	Spanish
4. Japan	Japanese	________
5. Mexico	________	________
6. The Philippines	________	Tagalog and English
7. Puerto Rico	Puerto Rican	________
8. Viet Nam	________	Vietnamese

Word List

- Japanese
- Spanish
- Vietnamese
- ✓ American
- Chinese
- Mexican
- Filipino
- Salvadoran
- Spanish

Nationality / Country / Language

Answer the following questions for each country. Write your answers below each country:

1. What is your nationality?
2. Where are you from?
3. What language or languages do you speak?

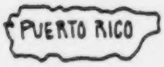
1.

I am Mexican.
I'm from México.
I speak Spanish.

2.

____
____
____

3.


PUERTO RICO

____
____
____

4.

UNITED STATES

____
____
____

5.

____
____
____

6.

____
____
____

Say the dialogue.

A: Excuse me. Where are you from?

B: I'm from China.

A: What's your nationality?

B: I'm Chinese.

A: What language do you speak?

B: I speak Chinese and a little English

A: Did you say Chinese and English?

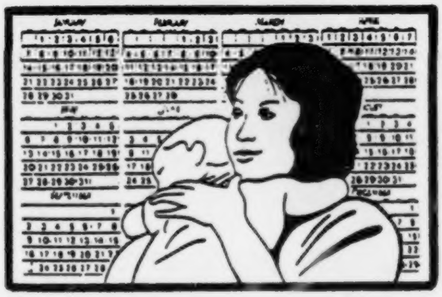
B: That's right.

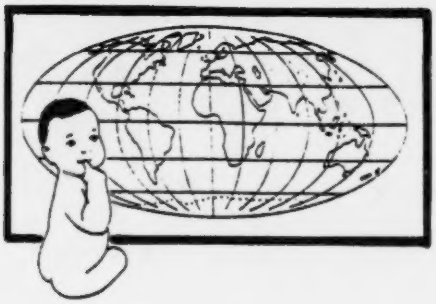
A: OK. Initial here, please.

Ask your teacher and classmates the questions given below.

	Teacher	Student 1	Student 2
1. Where are you from?			
2. What's your nationality?			
3. What languages do you speak?			
4. Initials			

Say the dialogue.





A: When were you born?

B: ______________ _____, ___________.

A: Where were you born?

B: ______________________.

Write your date of birth.

Date of Birth (DOB) ____________________ _____, ________
month day year

Birthdate ____________________ _____, ________
month day year

Write your birthdate with numbers.

Date of Birth (DOB) _______ - _____ - _______
month day year

Birthdate _______ - _____ - _______
month day year

Write your birthplace.

Place of Birth ______________________________

Birthplace ______________________________

Fill out the form.

Date ____________

Last Name ________________________ First Name ______________

Address ____

City ____________________ State ______ Zip Code ________

Telephone (   ) ______________________________________

Birthdate ____

Birthplace ____

Interview another student and write down the information.

Date ____________

Last Name ________________________ First Name ______________

Address ____

City ____________________ State ______ Zip Code ________

Telephone (   ) ______________________________________

Birthdate ____

Birthplace ____

Vocabulary: single divorced
married widowed

Dialogue 1

A: Are you single?

B: Yes, I am.

Dialogue 2

A: Are you married?

B: No, I'm not. I'm divorced.

Dialogue 3

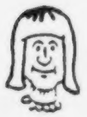
A: What is your marital status?

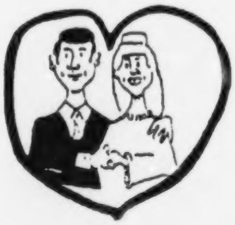
B: I'm widowed.

A: Since when?

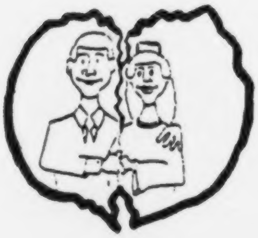
B: Since 1982.

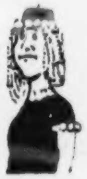
Match pictures to sentences.





1. I'm divorced.
2. I'm single.





3. I'm married.
4. I'm widowed.

Say the dialogue.

ACE MAILING

A: Where do you work?

B: I work at **Ace Mailing**.

A: What do you do at Ace Mailing?

B: I'm a mail clerk.

Ask your classmates what they do at Ace Mailing.

	Student 1	Student 2	Student 3
What do you do at Ace Mailing?			

Fill out the form below.

PERSONAL INFORMATION

Please Print

NAME ______________________________
LAST FIRST

TELEPHONE NO. ________________

ADDRESS ______________________________
____

SOC.SEC. NO. ________________

PLACE OF WORK ________________

JOB TITLE ________________

SIGNATURE ________________

DATE ________________

Job Titles at Ace Mailing
(Student A)

Say the dialogue.

A: Where does George work?

B: He works at **Ace Mailing**.

A: What does he do there?

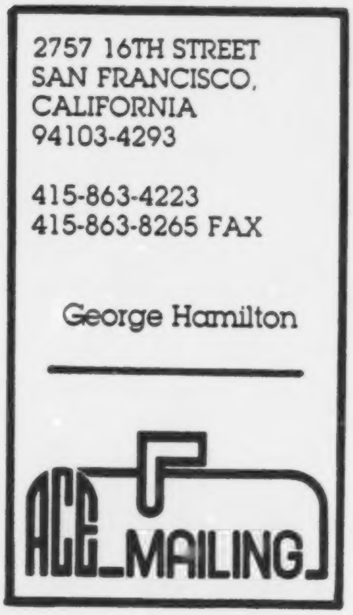
B: He's the **Account Executive**.

A: He's the what?

B: He's the **Account Executive**.

Ask your teacher for the job title of 1. George
Write the information on the business card below.

Ask Partner B for the job titles of the other two people.

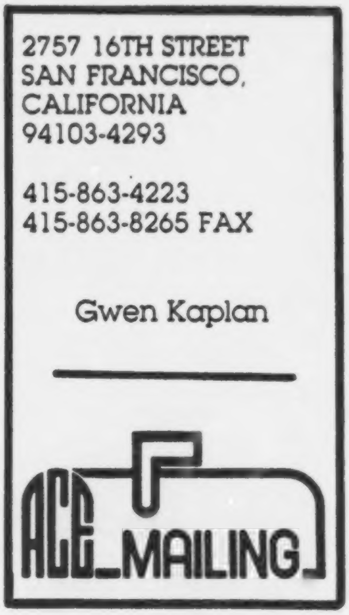


2757 16TH STREET
SAN FRANCISCO,
CALIFORNIA
94103-4293

415-863-4223
415-863-8265 FAX

George Hamilton

ACE MAILING

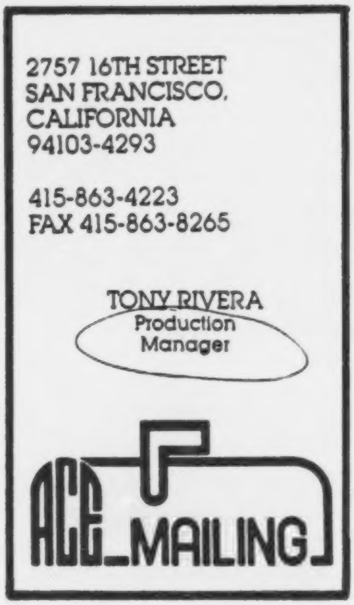


2757 16TH STREET
SAN FRANCISCO,
CALIFORNIA
94103-4293

415-863-4223
415-863-8265 FAX

Gwen Kaplan

ACE MAILING



2757 16TH STREET
SAN FRANCISCO,
CALIFORNIA
94103-4293

415-863-4223
FAX 415-863-8265

TONY RIVERA
Production
Manager

ACE MAILING

Job Titles at Ace Mailing
(Student B)

Say the dialogue.

A: Where does George work?

B: He works at **Ace Mailing.**

A: What does he do there?

B: He's the **Account Executive**.

A: He's the what?

B: He's the **Account Executive**.

Ask your teacher for the job title of 1. George
Write the information on the business card below.

Ask Partner A for the job titles of the other two people.

2757 16TH STREET
SAN FRANCISCO,
CALIFORNIA
94103-4293

415-863-4223
415-863-8265 FAX

George Hamilton

____

ACE MAILING

2757 16TH STREET
SAN FRANCISCO,
CALIFORNIA
94103-4293

415-863-4223
415-863-8265 FAX

Gwen Kaplan
~~Principal~~
Owner

ACE MAILING

2757 16TH STREET
SAN FRANCISCO,
CALIFORNIA
94103-4293

415-863-4223
FAX 415-863-8265

TONY RIVERA

____

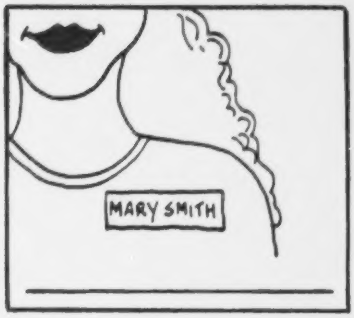
ACE MAILING

Personal Information

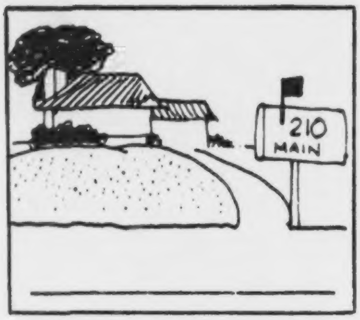
Make questions for the pictures below. Ask your teacher for help if you don't know. Then ask a partner the questions.

Example: **A:** What is your name?
B: My name is ________________.

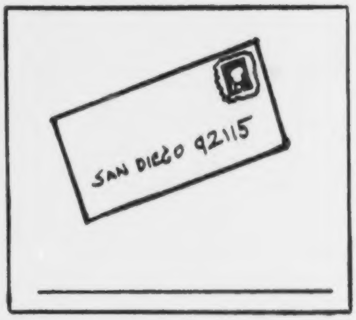
1



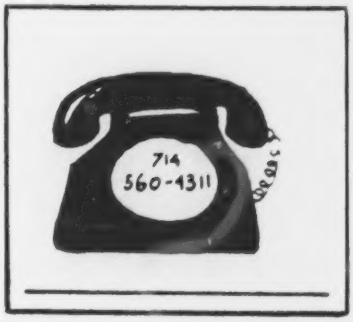
2



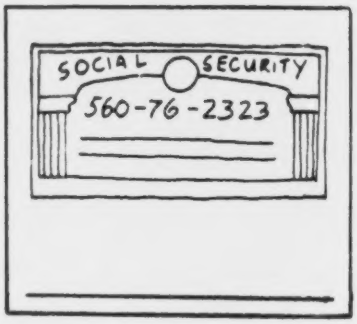
3


SAN DIEGO 92115

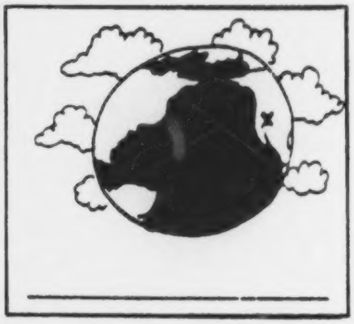
4


714
560-4311

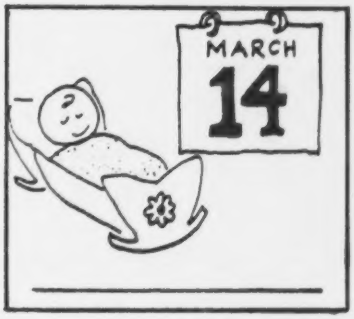
5


SOCIAL SECURITY
560-76-2323

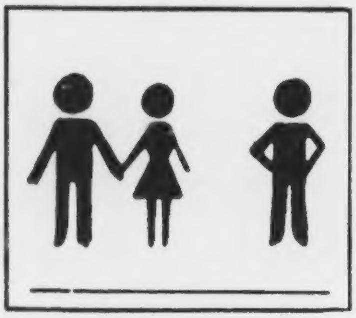
6



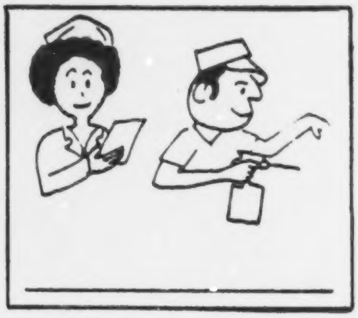
7



8



9



Interview your classmates and write down the answers. Ask for repetition or clarification if necessary.

Repetition:	Excuse me? What did you say?	Pardon me? Could you repeat that?

Clarification:	D-I-A-Z?	Did you say D-I-A-Z?

Questions	**Student A**	**Student B**
1. What/name?		
2. Where/from?		
3. Where/live?		
4. What/telephone?		
5. When/born?		
6. What/marital status?		
7. What/do?		
8. Signature		

PERSONAL INFORMATION

Fill out the form. **Please Print.**

Name: ______________________________
First Middle Last

Address: ______________________________
Number Street Apartment Number

____
City State Zip Code

Telephone Number: ____________________

Social Security Number: ____________________

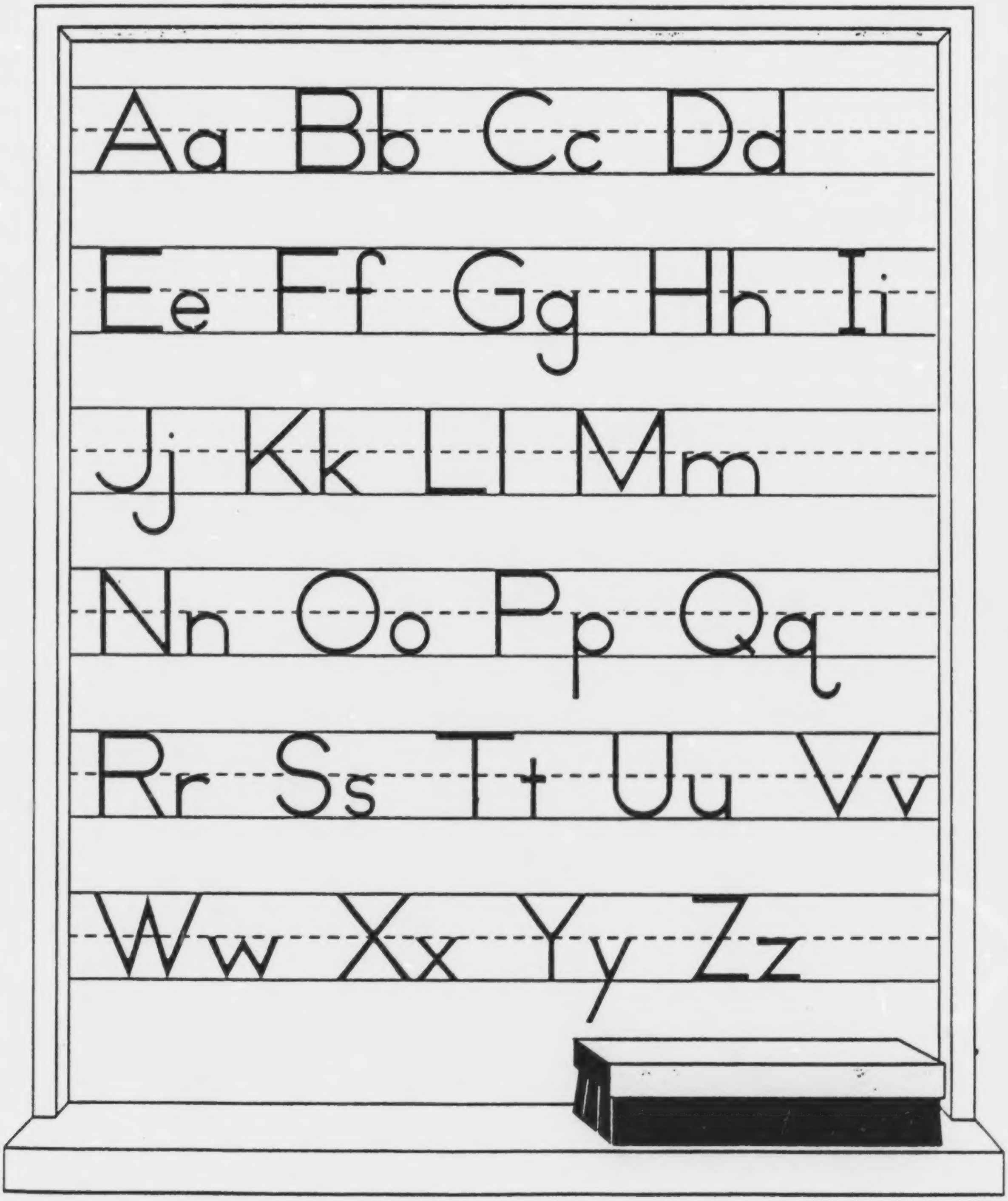
Sex: _ Male _ Female Marital Status: _ Single _ Married

Date Of Birth: ____________________
Month Day Year

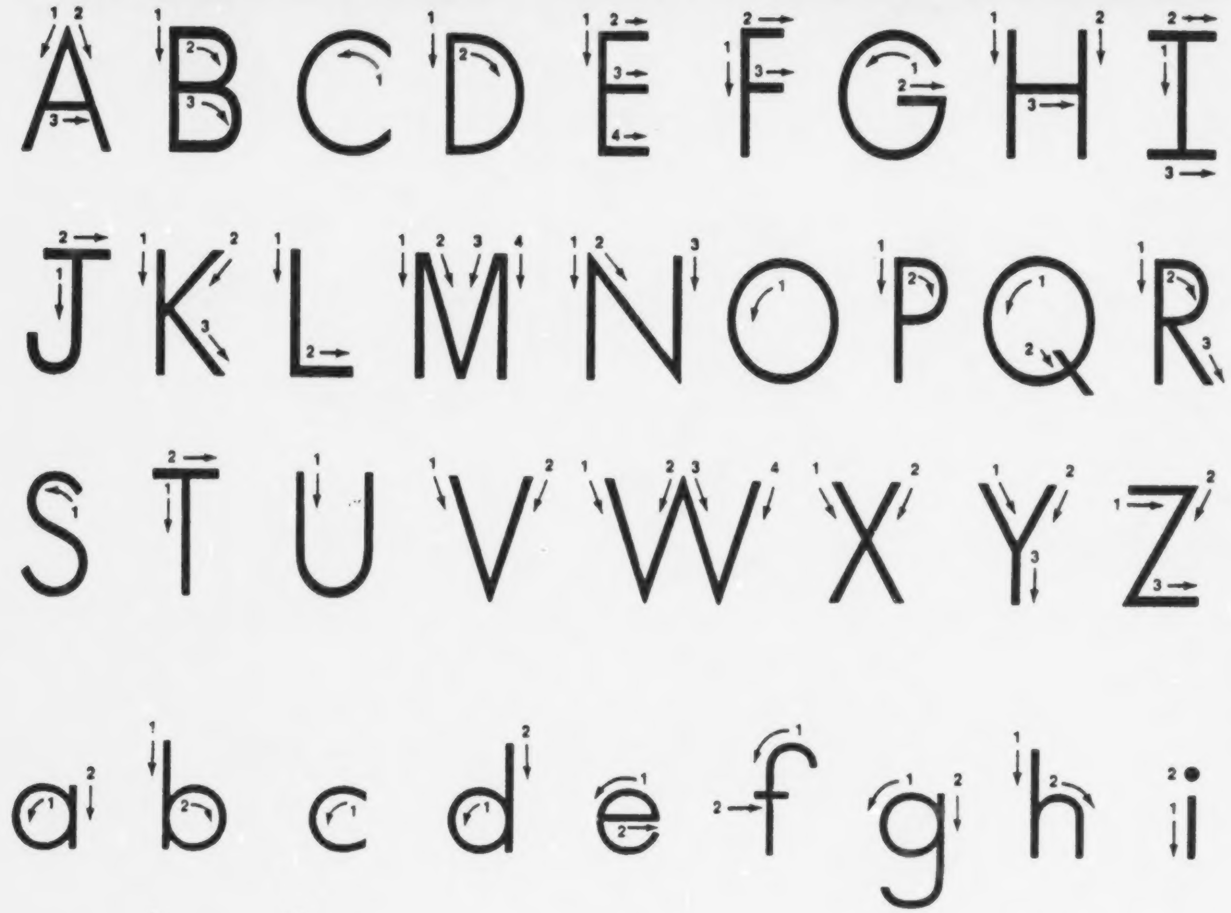
Place of Birth: ____________________

____________________ ____________________
Signature Date

REVIEW: THE ALPHABET


Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz

LETTERS AND NUMBERS


A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
a b c d e f g h i
j k l m n o p q r
s t u v w x y z
1 2 3 4 5 6 7 8 9 10

TRACE AND COPY THE ALPHABET.

A A
B B
C C
D D
E E
F F
G G
H H
I I
J J
K K
L L
M M
N N
O O
P P
Q Q
R R
S S
T T
U U
V V
W W
X X
Y Y
Z Z

FILL IN THE MISSING LETTERS.

1. A B C D E F G ___ I

J K ___ M N ___ P Q R

___ T U V ___ X Y Z

2. A ___ C D ___ F G H ___

J ___ L M ___ O P Q ___

S T ___ V W X ___ Z

WRITE THE ALPHABET.

A ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___

TRACE AND COPY THE ALPHABET.

a a

b b

c c

d d

e e

f f

g g

h h

i i

j j

k k

l l

m m

n n

o o

p p

q q

r r

s s

t t

u u

v v

w w

x x

y y

z z

WRITE THE ALPHABET.

a ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___

MATCH THE LETTERS. DRAW A LINE.

1. F d
B e
H a
C b
D g
A c
E h
G f

2. X k
M u
Y r
K x
R n
W y
N m
U w

REVIEW: THE NUMBERS

SAY AND WRITE THE NUMBERS.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Write the numbers:

1			4	5				9	
	12				16		18		20
		23		25				29	
31	32				36				
	42					47	48		50

Write the ODD numbers:

1 3 5 ___ ___ 11 ___ ___ 17 ___

21 23 ___ ___ 29 ___ ___ 35 ___ 39

Write the EVEN numbers:

2 4 6 ___ ___ 12 ___ ___ ___ 20

___ 24 ___ 28 ___ ___ 34 ___ ___ 40

LISTENING 1

Listen and write the numbers.

A) 4
B) ___
C) ___
D) ___
E) ___
F) ___
G) ___
H) ___
I) ___
J) ___

LISTENING 2

Listen and write the numbers.

A) 15
B) ___
C) ___
D) ___
E) ___
F) ___
G) ___
H) ___
I) ___
J) ___

Listen and write the numbers you hear:

Listening 1   What's the docket number?

a. ____________________ d. ____________________

b. ____________________ e. ____________________

c. ____________________ f. ____________________

Listening 2   What's the company no.?

a. ____________________ d. ____________________

b. ____________________ e. ____________________

c. ____________________ f. ____________________

Listening 3   What's the account #?

a. ____________________ d. ____________________

b. ____________________ e. ____________________

c. ____________________ f. ____________________

Numbers

Cardinal Numbers

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred
200	two hundred
300	three hundred
400	four hundred
500	five hundred
600	six hundred
700	seven hundred
800	eight hundred
900	nine hundred
1,000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million

Ordinal Numbers

first (1st)
second (2nd)
third (3rd)
fourth (4th)
fifth (5th)
sixth (6th)
seventh (7th)
eighth (8th)
ninth (9th)
tenth (10th)
eleventh (11th)
twelfth (12th)
thirteenth (13th)
fourteenth (14th)
fifteenth (15th)
sixteenth (16th)
seventeenth (17th)
eighteenth (18th)
nineteenth (19th)
twentieth (20th)
twenty-first (21st)
twenty-second (22nd)
twenth-third (23rd)
twenty-fourth (24th)
twenty-fifth (25th)
twenty-sixth (26th)
twenty-seventh (27th)
twenty-eighth (28th)
twenty-ninth (29th)
thirtieth (30)
fortieth
fiftieth
sixtieth
seventieth
eightieth
nintieth
one hundredth
one thousandth
one millionth

ACE MAILING, INC.

MODULE 1

LISTENING SCRIPT AND ANSWER KEY

UNIT 2: GREETINGS

WRITING-page 4

Fill in the missing verbs and their contracted forms.

1. I am tired. I'm tired.
2. You are sick. You're sick.
3. She is sleepy. She's sleepy.
4. He is thirsty. He's thirsty.
5. I am hungry. I'm hungry.
6. You are busy. You're busy.

UNIT 3: TIME

LISTENING-page 9

1. 1:08
2. 1:58
3. 3:22
4. It's 5:34.
5. It's 9:19.
6. The time is 4:54.
7. Did you say 2:04?
8. Did you say 6:21?
9. It's 7:16.
10. The time is 8:05.

WRITING-page 10

1. 1:30, 2:30
2. 12:45, 9:00
3. 3:00, 12:15
4. 12:30, 6:00
5. 8:45, 9:45
6. 12:15, 11:15
7. 7:00, 8:00
8. 11:45, 9:00

UNIT 4: TELEPHONE NUMBER

LISTENING-page 11

Exercise 1

a. 536-4202
b. 345-9752
c. 454-8976
d. 778-2056
e. 626-1139
f. 255-7509

Exercise 2

a. The number is 598-3257.
b. You've reached 289-1882.
c. The number is 742-6243.
d. It's 755-7160.
e. You've reached 357-1922.
f. Call 652-2785 now!

Exercise 3

a. You've reached 462-8069.
b. Call 566-7623 right away!
c. The new number is 681-4269.
d. Did you say 399-8257?
e. Did you say your number is 232-9861.
f. Dial 989-7310.

UNIT 5: ADDRESS

LISTENING-page 16

Exercise 1

1. My address is 665 State Street.
2. My address is 83 East Avenue.
3. I live on 428 Pine Street.
4. I live on 1404 Spring Road.
5. I live on 129 Lake Avenue.
6. My address is 5206 Main Street.

Exercise 2

1. The address is 325 South Street.
2. Your address is 1290 Brook Avenue?
3. Did you say 351 Bay Road?
4. Did you say your address is 5368 Grand Avenue?
5. I work at 7624 First Street.
6. It's 504 River Road.

Exercise 3

1. Do you live on 742 Main Street?
2. Did you say 1149 Linden Avenue?
3. I work at 1760 Church Road.
4. I live on 1503 Oak Street.
5. Is it 1276 Penfield Road?
6. Do you live on 1876 Lake Avenue?

LISTENING-page 17

Exercise 1

a. 94131
b. 94116
c. 94108
d. 94120
e. 94021
f. 94616

Exercise 2

a. My zip is 94133.
b. My zip is 95106
c. Is it 76203?
d. Did you say 90128?
e. Is your zip 81035?
f. Is it 10087?

Exercise 3

a. The zip is 94121.
b. Is your zip 95412?
c. Did you say 90004?
d. The new zip code is 87422.
e. The zip code is 95133.
f. The zip of Ace Mailing is 94103.

UNIT 6: THE CALENDAR

WRITING-page 22

Fill in the missing days of the week:
Mon. Tues. Thurs. Fri.

Write the days of the week.
1. Mon.
2. Fri.
3. Wed.
4. Mon.
5. Thurs.
6. Thurs.
7. Fri.
8. Sat.

WRITING-page 23

Fill in the missing months.
2. February
5. May
6. June
8. August
11. November
12. December

Write the months.
1. Nov. Sept.
2. Aug. June
3. Mar. Feb.

WRITING-page 24

Exercise 1

1. August 2, 1991 8-2-91
2. August 7, 1991 8-7-91
3. August 15, 1991 8-15-91
4. August 18, 1991 8-18-91
5. August 27, 1991 8-27-91
6. August 31, 1991 8-31-91

Exercise 2

1. December 1, 1991 12-1-91
2. December 13, 1991 12-13-91
3. December 16, 1991 12-16-91
4. December 28, 1991 12-28-91

UNIT 7: THE WEATHER

WRITING-page 28

1. Seattle
2. San Francisco
3. Los Angeles
4. San Diego
5. Dallas
6. Chicago
7. New York City
8. Washington D.C.
9. Miami

UNIT 8: WHAT'S THE MATTER?

LISTENING-page 32

Exercise 1

1. A: What's the matter?
   B: I have a headache.

2. A: What's wrong?
   B: I have a cold.

3. A: What's wrong?
   B: I have a sore throat.

4. A: What's the matter?
   B: I have a fever.

Exercise 2

1. A: What's the matter, Anna?
   B: I have a fever.
   A: Oh no!

2. A: What's the matter, Chris?
   B: I'm sick. I have a stomachache.
   A: I hope you feel better soon.

3. A: What's wrong, Miguel?
   B: I have a sore throat.
   A: That's too bad. I hope you feel better soon.

4. A: What's wrong, Maria?
B: I feel terrible. I have a big headache.
A: I hope you feel better soon.

5. A: What's the matter, George?
B: I feel terrible. I have a backache.
A: That's too bad. I hope you feel better soon.

6. A: What's wrong, Ana?
B: I have a toothache and an earache.
A: Oh no! I hope you feel better soon.

WRITING-page 33

1. She has a cold.
2. She has a fever.
3. He has a headache.
4. She has a sore throat
5. He has a stomachache.
6. She has a backache.

UNIT 9: PERSONAL INFORMATION

WRITING-page 34

1. American
2. Chinese
3. Salvadoran
4. Japanese
5. Mexican, Spanish
6. Filipino
7. Spanish
8. Vietnamese

WRITING-page 35

1. I'm Mexican.
I'm from Mexico.
I speak Spanish.

2. I'm Chinese.
I'm from China.
I speak Chinese.

3. I'm Puerto Rican.
I'm from Puerto Rico.
I speak Spanish.

4. I'm American.
I'm from the United States.
I speak English.

5. I'm Vietnamese.
I'm from Vietnam.
I speak Vietnamese.

6. --

WRITING-page 43

1. What is your name?
2. What is your address?
3. Where do you live?
4. What is your telephone number?
5. What is your social security number?
6. Where are you from? / Where were you born?
7. When were you born?
8. What is your marital status? / Are you married/ single?
9. What do you do?

REVIEW: THE NUMBERS

LISTENING-page 53

Exercise 1

a. 4
b. 7
c. 2
d. 5
e. 9
f. I have 8 envelopes.
g. Miguel has 1 label.
h. Ana has 10 stamps.
i. They have 6 bundles.
j. George has 3 boxes.

Exercise 2

a. 15
b. 11
c. 17
d. 18
e. 16
f. George has 17 stamps.
g. Maria has 13 boxes.
h. I have 12 bundles.
i. She has 14 envelopes.
j. He has 19 labels.

LISTENING-page 54

Exercise 1

a. 405AF
b. 344FK
c. 780EJ
d. 506DG
e. 200DH
f. 541JD

Exercise 2

a. 4032F
b. 5872H
c. 8093B
d. 6709G
e. 4230D
f. 8002C

LISTENING 3

a. 00432F-0034
b. 05973D-0134
c. 00763D-0078
d. 00015G-0028
e. 02490C-0231
f. 01297J-0346

ACE MAILING

MODULE 2

Stuff it,
Seal it,
Sort it, &
Send it.

Project
EXCEL

BEST COPY AVAILABLE

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

**Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992**

Copyright © 1991 by Career Resources Development Center

655 Geary Street
San Francisco, CA 94102
(415) 775-8880

320 13th Street
Oakland, CA 94612
(415) 268-8886

All rights reserved. Permission is given to social and educational facilities
to reproduce this workbook if there is no charge to students.

Printed in U.S.A.

CONTENTS

PAGE

INTRODUCTION i

TEACHING GUIDE iii

OBJECTIVES vi

TEXT

Unit 1: Asking for Locations 1

Unit 2: Confirming Given Locations 5

Unit 3: Giving Directions 8

Unit 4: Taking Instructions 10

Unit 5: Giving Sequential Instructions 17

Unit 6: Making Polite Requests 22

LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders, and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

Project EXCEL

EDUCATION PARTNER

CRDC
655 Geary Street
San Francisco, CA 94102

Staff

Chui L. Tsang, Project Director

Mabel Teng, Project Co-director

David Hemphill, External Evaluator

Chris Shaw, Curriculum Developer

Pennie Lau, Counselor/Instructor

Stephanie Levin, Counselor/Instructor

Lisa-Anne Lee, Student Intern

Denise McCarthy, Consultant

BUSINESS PARTNER

Ace Mailing, Inc.
2757 16th Street
San Francisco, CA 94103

Personnel

Gwen Kaplan, President

George Hamilton, Account Executive

Mitchel Darrow, Administrative Manager

Tony Revier, Production Manager

TEACHING GUIDE

A. Curriculum Design and Description

This Curriculum for Ace Mailing Module 2 was designed for use with limited English proficient (LEP) employees who perform basic job tasks by means of communication with bilingual supervisors in their native language--Spanish. Consequently, the underlying rationale of the curriculum is to develop the actual communication skills an employee at Ace Mailing may need to perform effectively and productively on the job. Based on this rationale, the curriculum content is highly communicative and solely work-related, with each topic landed on a meaningful, workplace-centered context.

The skills required by the Ace Mailing LEP employees were synthesized and analyzed from the literacy audit and task analysis. The specific language competencies and functions were then identified as indicating locations, taking instructions, giving sequential instructions, and making requests, each essentially a topic of a unit.

B. Lesson Format and Teaching Guide

In terms of learning activities, this curriculum covers all four language skills--speaking, listening, reading and writing. Among these skills, listening comprehension and speaking are the main foci which are reinforced with basic reading and writing activities. Prior to the activities, a few mini-dialogues along with a list of vocabulary are presented to be focused on in each unit.

1. Vocabulary

Vocabulary listed in each unit is suggested to be taught along with the following dialogues or text of instructions rather than to be taught in isolation. Pronunciation may be emphasized in this section also.

Due to the fact that once an item (a word or expression) has been introduced in a given lesson, it will generally not be re-entered later, the teacher is encouraged to provide practice of items from past lessons as they come up again in later lessons.

2. Dialogues/Instructions

In this section, vocabulary is assimilated in a meaningful context in the form of conversation or instruction. Teachers are encouraged to first read or play the tape (more than once, if necessary) for students to simply listen, then explain difficult words, expressions and usage as necessary.

A suggestion for the follow-up practice on the dialogue section is role play between the teacher and students, between student groups, then between individual students. Switch roles after each role play.

3. Listening

There are two types of listening activities in this curriculum. One is listening then circling the correct pictures/words/sentences. For this type of listening activity, students may find it helpful to do the activity if its instruction is well explained. Also, teachers may find it helpful to conduct the listening activity more effectively and efficiently if a how-to demonstration is given to class in advance.

The other type of listening activity is dictation--a combination of listening and writing. Teachers should read the task or play the tape three times; the first time for students to listen only, the second time to listen and write (to dictate), and the third time to check the answers they wrote. Afterwards, correct answers should be put on the board either by the teacher or students. A follow-up activity may be role playing or reading the whole task chorally and/or individually.

4. Speaking (Talk/Listen)

This speaking activity focuses on both speaking and listening. Before the activity starts, each student should fold the paper half along the dotted line in the center, and the teacher should assign each student to be PERSON A or PERSON B. During the activity, the student should look to only his/her side and listen carefully when he/she sees 👂 Listen .

Students should practice this more than once with different partners, then switch roles (from PERSON A to PERSON B or vise versa) and practice a few times again with different partners.

Speaking

In Unit 1, there is a different form of speaking activity which focuses on mastery of speech rather than meaningful communication. Such a pattern practice requires students to repeat a certain structure in order to master it; nevertheless, they should understand the context in which the targeted structure emerged by listening closely. For example, in the speaking activity on page 5, students are required to confirm a given instruction by repeating the preposition in it:

A: The heater is under the table.
B: Under the table?
A: Yes.

They have to listen carefully to the instruction to be able to do so because each instruction has a different preposition, even though repeating the preposition is the only task in the activity.

5. Reading

Reading activities in this curriculum take on different forms, some in the form of matching names with pictures or putting pictures in the right order, and some checking comprehensive questions based on the reading task. Teachers may repeat each activity, asking students to cover the reading task and listen only. Then read the task and elicit correct answers from students. Teachers may also assign reading activities as homework.

6. Writing

For those writing activities with a list of sentences (on-the-job instructions) to be filled in, teachers need to make sure that students understand each one. They also need to be explained how the activity should be done. If the writing activity is assigned as homework, teachers may demonstrate how to fill in the first blank with the class to assure that students fully understand how to finish the activity.

The writing task in the last unit requires a response to the given instruction. Again, teachers may go over the first one with the class by eliciting possible answers from students after explaining the instruction of the activity.

OBJECTIVES OF MODULE 2

This module is designed to develop practical job communication skills to enable an employee to perform responsibly and productively on the job. The lessons emphasize how to avoid misunderstandings by learning to listen to instructions, confirm them, or ask for clarifications when necessary. They also make the employee familiar with many of the key aspects of instructions-- location, sequence of events, action words etc. Finally, employees learn polite or typical manners of speech for making requests and confirming/giving instructions.

The material in this module has been designed for students at the low beginning/intermediate level (ESL 100 level).

The specific objectives of this module are:

1. Asking for locations.
2. Confirming given locations.
3. Taking and giving instructions.
4. Giving sequential instructions.
5. Making polite requests.

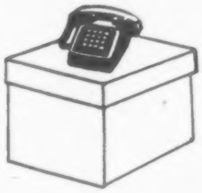
UNIT 1: ASKING FOR LOCATIONS

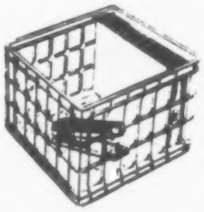
Vocabulary:

- on top of
- to the left of
- under
- next to
- across from
- telephone
- stapler
- envelope
- pen
- label
- dolly
- again
- at the bottom of
- to the right of
- between
- behind
- over there
- box
- scissors
- basket
- pencil
- label machine
- move
- put

DIALOGUES

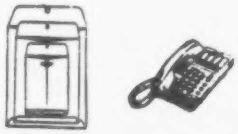
Dialogue I. Where's my stapler?



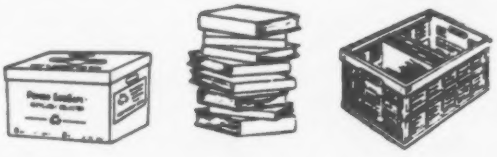


A: Where is the phone?
B: It is on top of the box.
A: **Where's my stapler?**
B: It's at the bottom of the basket.

Dialogue II. Where are the envelopes?



A: **Where are the envelopes?**
B: They are to the left of the phone.
A: And where are the books?
B: Over there. They're between the box and basket.

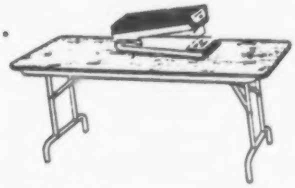


LISTENING

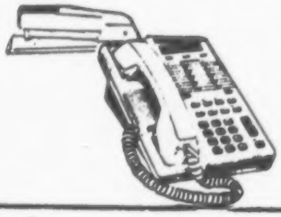
You are A. Read the question, listen to your teacher, then check the correct answer.

1. A: Where is my stapler?
   B: ____________________.

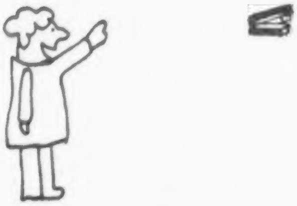
a.



b.

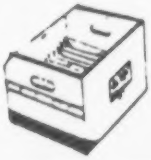


c.

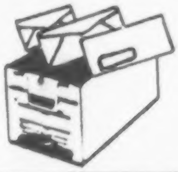


2. A: Where are the envelopes?
   B: __________________________.

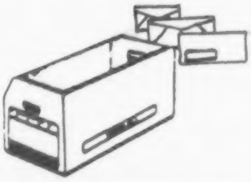
a.



b.

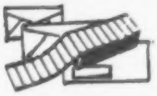


c.

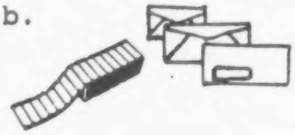


3. A: Did you see the labels?
   B: _________________________.

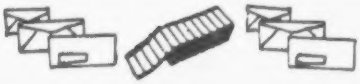
a.



b.

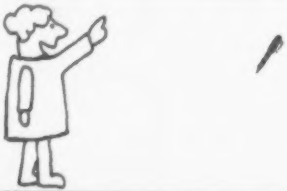


c.

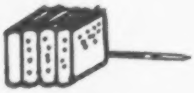


4. A: Where is my pen?
   B: ___________________.

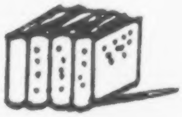
a.



b.

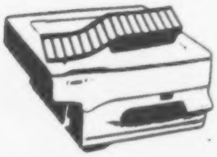


c.

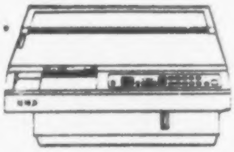


5. A: Where should I put the labels?
   B: ______________________________.

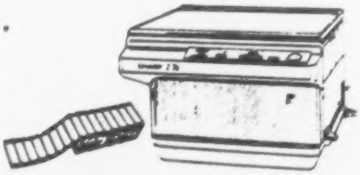
a.



b.



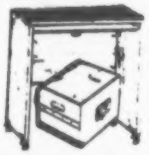
c.



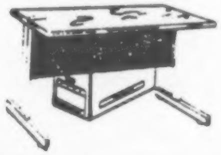
Now you are B. Listen to your teacher (A) and check the answer.

6. A: Move the box over there please.
B: Where?
A: _____.

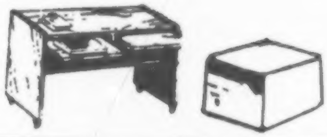
a.



b.

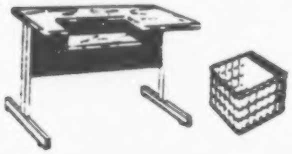


c.

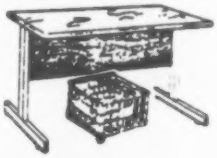


7. A: Put the basket there.
B: There?
A: Right, ____________.

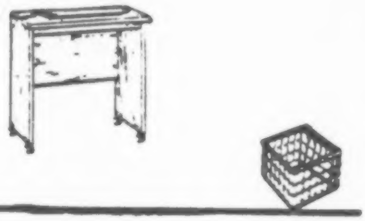
a.



b.

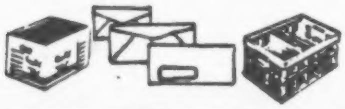


c.

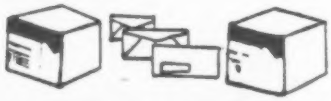


8. A: Put envelopes between the basket and box.
B: Could you say that again?
A: ____________________.

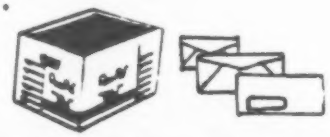
a.



b.

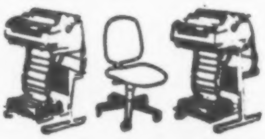


c.

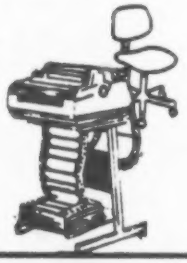


9. A: Please put the chair behind the label machine.
B: Could you repeat it?
A: __________________.

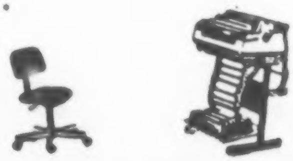
a.



b.

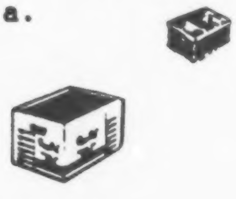


c.

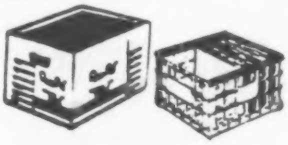


10. A: Move the basket to the left of the box.
B: Here?
A: Yes, ____________.

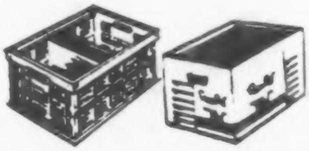
a.



b.

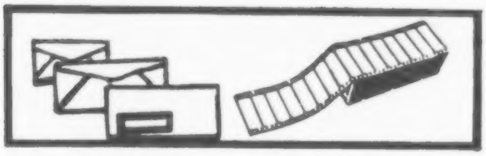


c.



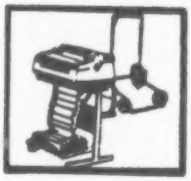
READING

Look at the picture and check the correct answer for each question.



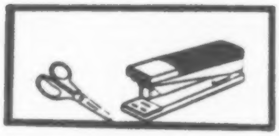
1. Where are the labels?

   a) They are on the boxes.
   b) They are next to the envelopes.
   c) They are under the phone.



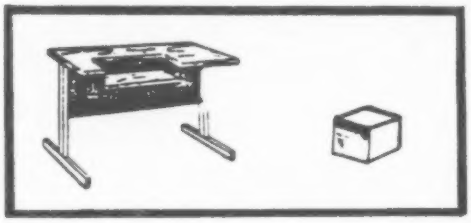
2. Where is the dolly?

   a) It is between the table and machine.
   b) It is across from the machine.
   c) It is behind the machine.



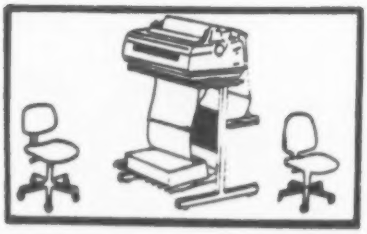
3. Did you see my scissors?

   a) They're to the left of the stapler.
   b) They're to the right of the phone.
   c) They're behind the stapler.



4. A: Put the box over there.
   B: Where?
   A: _____.

   a) Under the table.
   b) On the table.
   c) Across from the table.



5. A: Move the machine here, please.
   B: Here?
   A: Right, _____.

   a) Behind the chairs.
   b) Between the chairs.
   c) Across from the chairs.

UNIT 2: CONFIRMING GIVEN LOCATIONS

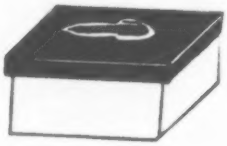
Useful Expressions:

Could you say that again?
Could you repeat it?
Did you say ...?

Excuse me?
Pardon me?

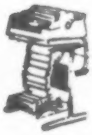
DIALOGUES

Dialogue I. On the box?

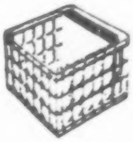


A: Where's my pen?
B: It's on the box.
A: **On the box?**
B: Yes.

Dialogue II. Did you say across from the label machine?



A: Where are the baskets?
B: Over there, across from the label machine.
A: **Did you say across from the label machine?**
B: Right.



SPEAKING

You are B. Listen to your teacher (A) and confirm the location, following the example.

EXAMPLE 1--A: The heater is under the table.
B: Under the table?
A: Yes.

1. A: Tony is over there.
B: _____?
A: Yes.

2. A: The envelopes are next to the machine.
   B: _____?
   A: Yes.

3. A: The labels are on top of the boxes.
   B: _____?
   A: Right.

4. A: The stapler is to the left of the phone.
   B: _____?
   A: Yes.

5. A: The dolly is behind the label machine.
   B: _____?
   A: Right.

EXAMPLE 2--A: Move the boxes to the right of the dolly.
B: Did you say to the right of the dolly?
A: Yes.

1. A: Move that box to the left of the machine.
   B: _____?
   C: Yes.

2. A: Put books next to the label machine.
   B: _____?
   A: Yes.

3. A: Put envelopes in the basket.
   B: _____?
   A: Right.

4. A: Put 50 labels in the machine.
   B: _____?
   A: Right.

5. A: Move the machine to the door please.
   B: _____?
   A: Right.

EXAMPLE 3--A: The chairs are between the tables.
B: Could you say that again?
A: Between the tables.

1. A: The basket is between the envelopes.
B: _____?
A: Between the envelopes.

2. A: The envelopes are at the bottom of the box.
B: ___?
A: At the bottom of the box.

3. A: Put envelopes to the right of the machine.
B: _____?
A: To the right of the machine.

4. A: Put boxes under the table please.
B: _____?
A: Under the table.

Example 4--A: The telephone is on the box.
B: Could you repeat it?
C: The telephone is on the box.

1. A: Move the machine between the chairs.
B: _____?
A: Move the machine between the chairs.

2. A: Where's my stapler?
B: _____?
A: Have you seen my stapler?

3. A: Put envelopes between the box and the machine.
B: _____?
C: Between the box and the machine.

4. A: Please move the labels on the table.
B: _____?
C: Move the labels on the table, please.

UNIT 3: GIVING DIRECTIONS

DIALOGUES

Dialogue I. Move the dolly to the label machine.

A: **Move the dolly to the label machine.**
B: Could you say that again?
A: Move the dolly to that machine.
B: OK.

Dialogue II. Put 50 envelopes on the table.

A: **Put 50 envelopes on the table.**
B: Where are the envelopes?
A: They're next to the machine.
B: Did you say 50 envelopes?
A: Yes.
B: OK.

SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

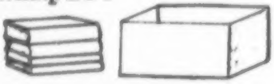
PERSON A	**PERSON B**
1. Where is my stapler?	1. Listen
Listen	It's between the envelopes and labels.
Could you say that again?	Listen
Listen	Between the envelopes and labels.
OK. Thank you.	

2. Listen Yes, it's over there. Listen To the left of the phone. Listen Right.	2. Did you see my stapler? Listen Where? Listen To the left of the phone? Listen Thank you.

WRITING

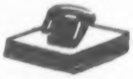
Make sentences following the example.

EXAMPLE 1--Put the books



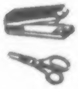
(Your sentence) Put the books next to the box.

EXAMPLE 2--The paper is

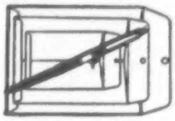


(Your sentence) The paper is under the telephone.

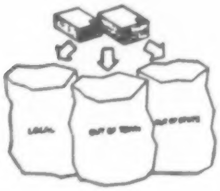
1. Put the stapler



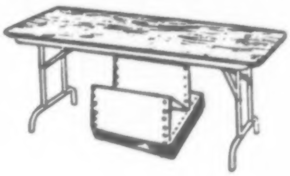
4. The pen is



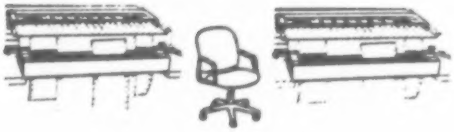
2. Put the mail



5. The labels are



3. Move the chair



BEST COPY AVAILABLE

UNIT 4: TAKING INSTRUCTIONS

Vocabulary:

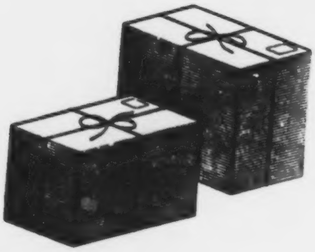
stack
light
sort
pardon
(P.O.) sack
postage
heater
turn on/turn off
according to
seal
understand
bag
bundle
light

INSTRUCTIONS

1. **Stack books next to the label machine.**
envelopes on the table.
boxes between baskets and sacks.

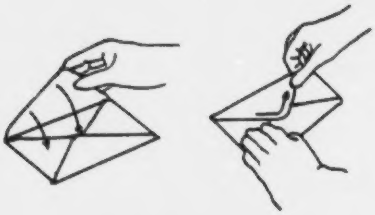
2. **Turn on the machine.**
off heater
light(s)

3. **Sort mail according to zip code.**
state
country
postage



4. **Put the paper in an envelope.**
10 envelopes a bundle.
14 books basket
5 (bundles) box
bag
sack

5. **Seal it.**
the envelope
the box



DIALOGUES

Dialogue I. Like this?

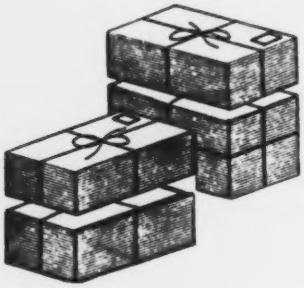
Tony: Stack envelopes next to the label machine.
Jose: **Like this?**
Tony: Right. Then, turn on the machine.
Jose: Pardon?
Tony: Turn on the machine. Like this.
Jose: OK.

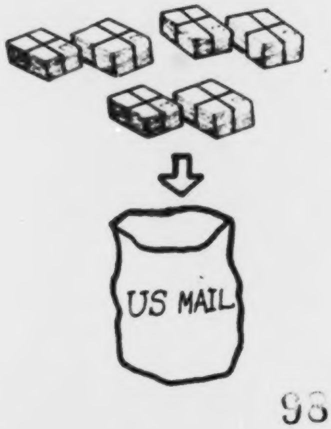
Dialogue II. I'm sorry, I don't understand.

A: Sort envelopes according to zip code.
B: **I'm sorry, I don't understand.**
A: Put zip code 941-- in this basket. Put other zip codes in that basket.
B: I see.

Dialogue III. 15 or 50?

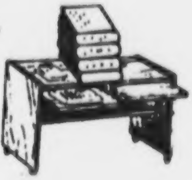
A: Put 15 envelopes in a bundle.
B: **15 or 50?**
A: 15. Then put 6 bundles in a P.O. sack.
B: Did you say 6?
A: Yes.
B: OK.

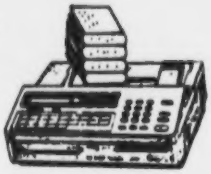


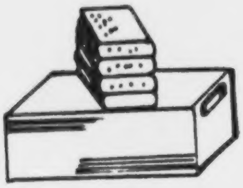


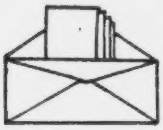
LISTENING

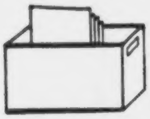
Listen to your teacher, then check the correct answer.

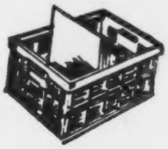
1. a.


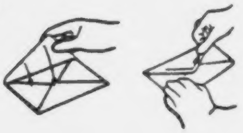
b.


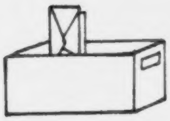
c.


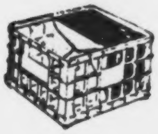
2. a.


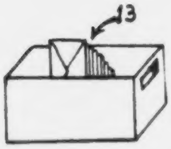
b.


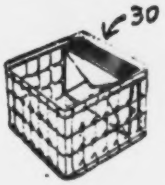
c.


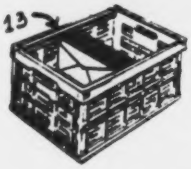
3. a.


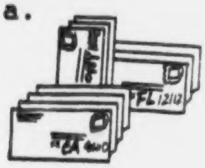
b.


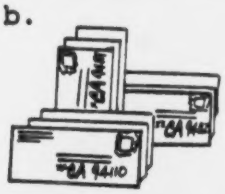
c.


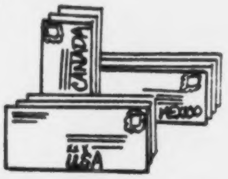
4. a.


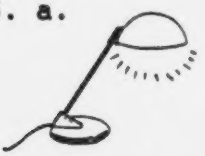
b.


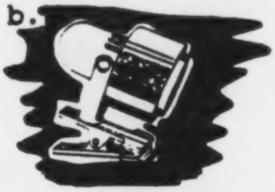
c.


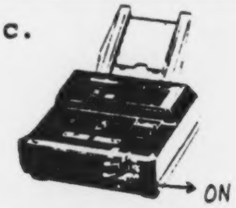
5. a.

FL 1210
CA 94110

b.


c.

CANADA
MEXICO
USA

6. a.


b.


c.


BEST COPY AVAILABLE

READING (Read and Match)

Read each instruction and match it with the appropriate picture.

1. Seal envelopes.

2. Put the paper in an envelope.

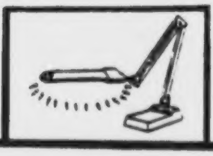
3. Stack envelopes between bags and boxes.

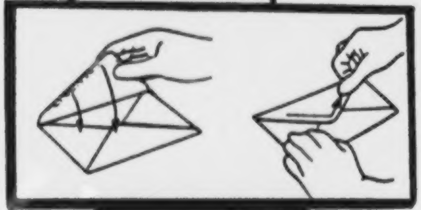
4. Turn on the light.

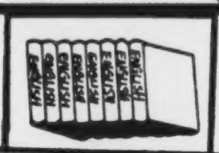
5. Sort mail according to postage.

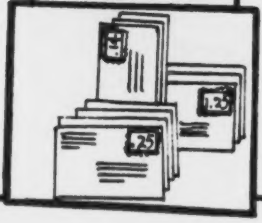
6. Put 8 books in a bundle.

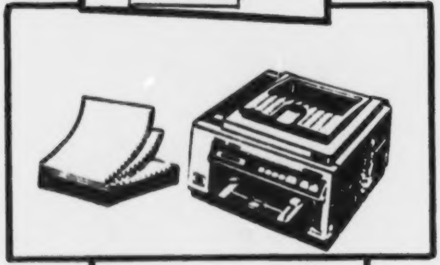
7. Stack paper next to the machine.

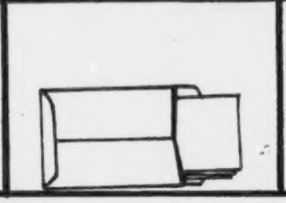


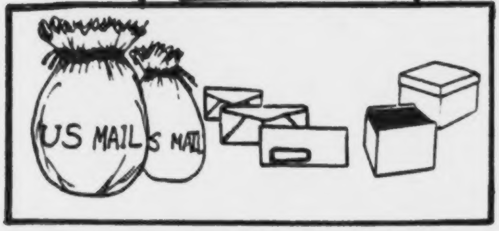












SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A	**PERSON B**
1. Stack books on the table. Listen Stack books on the table. Listen	1. Listen Pardon? Listen OK.
2. Put 7 books in a bundle. Listen Yes. And stack the bundles next to the bags. Listen Stack the bundles next to the bags. Listen	2. Listen Did you say 7? Listen Could you say it again? Listen OK.

WRITING

The instructions in the box are not in order. Read the following dialogues and fill in the appropriate instructions from the box. Use each sentence only once.

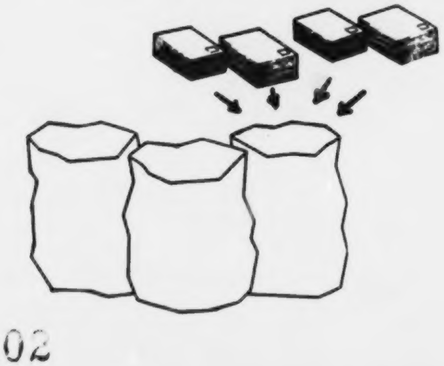
Put paper in an envelope.
Put 4 bundles in a sack.
Put 16 envelopes in a bundle.
seal it.
Stack envelopes next to the basket.
Turn on the label machine.

1. A: Stack envelopes next to the basket.
   B: Like this?
   A: Right, and ______________________
   B: OK.

2. A: ______________________
   B: Next to the basket?
   A: Right.

3. A: ______________________
   B: Could you say it again?
   A: Turn on the label machine.
   B: OK.

4. A: ______________________
   B: 16 or 60?
   A: 16.
   B: OK.
   A: Then ______________________
   B: Did you say 4 bundles?
   A: Yes.



LISTENING

Listen to your teacher and fill in the blanks.

1. Tony, __________ are the envelopes?

2. They are __________ the __________ and the __________.

3. I'm __________, I __________ understand.

4. Over __________.

5. Please __________ the paper in an envelope and __________ it.

UNIT 5: GIVING SEQUENTIAL INSTRUCTIONS

Vocabulary:
first
tie/tied
finally
then
insert
sort
after
sticker
statement

INSTRUCTIONS

A.

1. First, stack some books next to the label machine.
2. Check the machine and labels, then turn on the machine.
3. And then check the label on the book.

4. After the books come out of the machine, sort the books according to state and zip.
6. Then, put 10 books in a bundle and tie them up with the machine like this.
7. Then put 3 bundles in a P.O. sack.

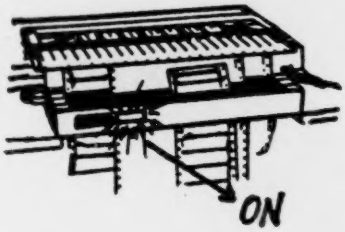
B.

1. First, insert a statement and seal the envelope.
2. Then, tie 11 envelopes in a bundle and then put a sticker on each bundle.
3. Finally, put bundles in P.O. bags.

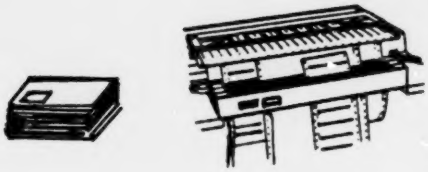
LISTENING

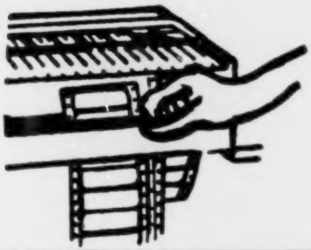
Look at the pictures and listen to your teacher. Then mark the pictures in the right order.

A.

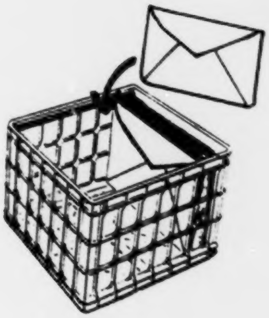


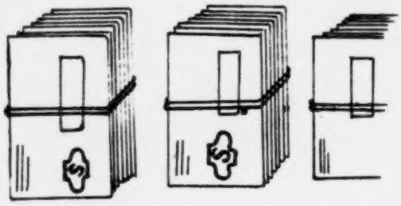
1

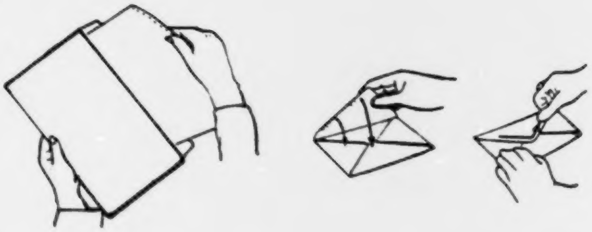


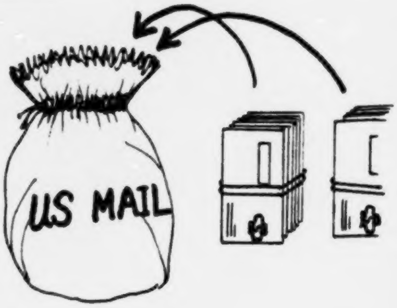


B.

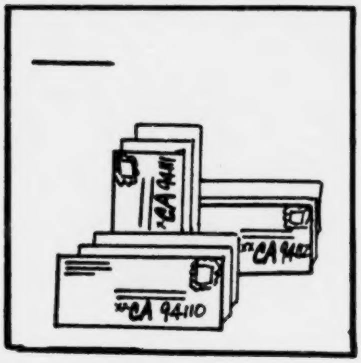


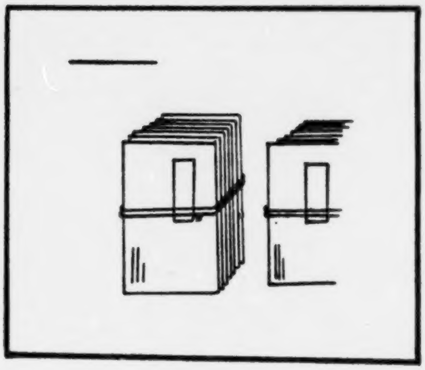


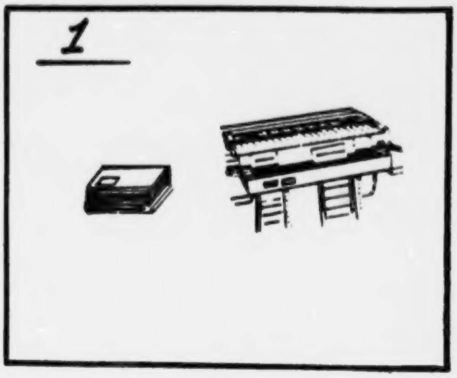


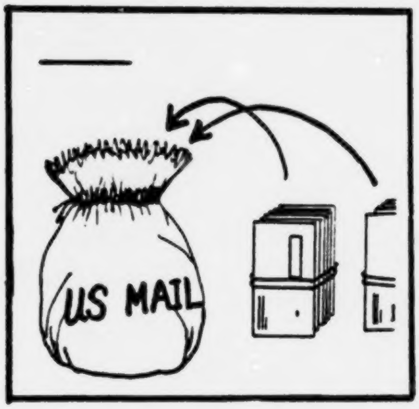


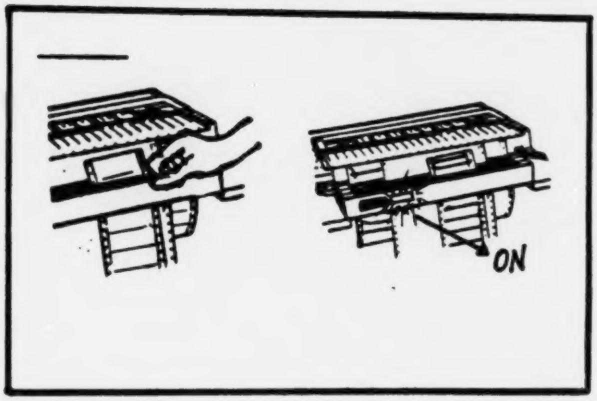
First, look at the pictures, then, read the instructions, and then mark the instructions in a right order.






1





1. First, stack envelopes next to the label machine.
2. Then, check the machine and turn it on.
3. After the envelopes come out of the machine, sort them according to zip code.
4. Then put 15 envelopes in a bundle and tie them up.
5. And then put the bundles in the basket.

After you mark the pictures, cover the instructions and look at the pictures only, then give instructions according to the right order.

WRITING

The instructions in the box are not in order. Read the following dialogue and fill in the appropriate instructions from the box. Use each sentence only once.

And then put a sticker on each bundle
insert a statement and seal the envelope
Stack envelopes on top of the table
then tie 15 envelopes in a bundle
put the basket next to the envelopes

A: Stack envelopes on top of the table.

B: Over there?

A: Yes, then ______________________.

B: Did you say next to the envelopes?

A: Right. Now, ______________________.

B: Like this?

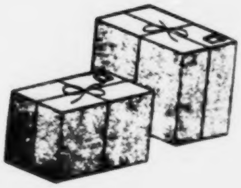
A: Yes, ______________________.

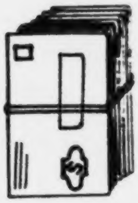
B: 15 or 50?

A: 15.

B: OK.

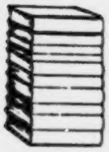
A: ______________________.





LISTENING

Listen to your teacher and fill-in the blanks.



A.

1. __________ some books __________ __________ the label machine.

2. __________ the machine, ____________ turn it __________.

3. __________ the books come out of the machine, __________ the books according __________ __________ __________.

4. __________, put __________ books in a bundle and __________ them with the machine like this.

B.

1. __________ envelopes __________ the table.

2. __________ a statement and __________ the envelope.

3. Then __________ the envelope in the __________.

4. __________ then, __________ the mail according to __________.

UNIT 6: MAKING POLITE REQUESTS

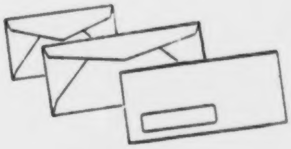
Vocabulary:
could
bring
no problem
may
take
meter machine

GETTING READY

Do you sometimes need to ask people to do something for you?
Do people sometimes ask you to do something for them?
Why is it important to make polite requests?

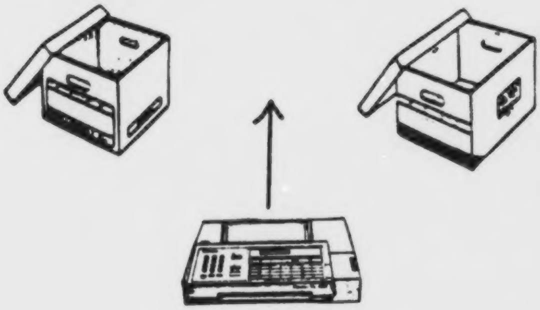
DIALOGUES

Dialogue I. Could you please bring me some envelopes?



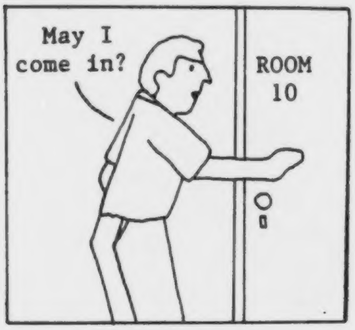
A: Excuse me, Tony.
B: Yes?
A: **Could you please bring me some envelopes?**
B: Where are they?
A: They're next to the table.
B: OK.
A: Thanks.

Dialogue II. Could I move the meter machine over there, please?



A: **Excuse me, could I move the meter machine over there, please?**
B: Where?
A: There, between the boxes.
B: OK.
A: Thank you.

Dialogue III. May I come in?


May I come in?
ROOM 10

A: **May I come in?**
B: Yes.
A: Could I take out some chairs?
B: How many?
A: Three.
B: No problem
A: Thank you.

LISTENING

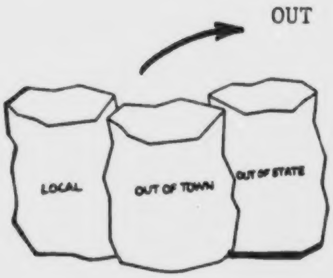
Listen to your teacher and fill in the blanks.

1. __________ me, __________ you come here?

2. __________ you __________ me some green stickers?

3. How __________?

4. OK, __________ problem.


OUT
LOCAL
OUT OF TOWN
OUT OF STATE

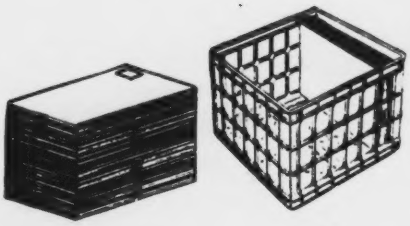
5. __________ you please __________ out the sacks?

6. __________ I turn off the heater?

7. __________ you.

READING

Read the conversation and answer the questions below.



Tony:	Excuse me, Maria. Could you please bring me some envelopes?
Maria:	Pardon?
Tony:	Could you bring me some envelopes?
Maria:	Oh, where are they?
Tony:	They are next to the basket.
Maria:	Did you say next to the basket?
Tony:	Right.
Maria:	OK. How many?
Tony:	30.
Maria:	13 or 30?
Tony:	30.
Maria:	OK, no problem.
Tony:	Thank you.

Check YES or NO.

	YES	NO
1. Tony needs some envelopes.	___	___
2. Maria asks Tony to bring her envelopes.	___	___
3. The envelopes are to the right of the basket.	___	___
4. Tony tells Maria how many envelopes two times.	___	___
5. Maria brings Tony 30 envelopes.	___	___

WRITING

You need to ask people to do something for you. Make polite requests.

1. You need Maria to bring you 5 P.O. sacks.

____

2. You want to open the door.

____

3. You want to move the machine.

____

4. You want to take 2 chairs.

____

5. You need Tony to come here.

____

6. You need some labels.

____

SPEAKING(Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A	**PERSON B**
1. Excuse me. Listen Could you move the machine over there? Listen	1. Listen Yes? Listen No problem.
2. Tony, may I take out the bags? Listen	2. Listen OK, no problem.

LISTENING

Listen and circle the sentences you hear.

1. a) Could you bring me some stickers?
   b) Do you have some stickers?
   c) I need some stickers.

2. a) OK.
   b) No problem.
   c) Right.

3. a) Do you have some chairs?
   b) Can I take some chairs?
   c) May I take some chairs?

4. a) Can you take out the boxes?
   b) Could you take out the boxes?
   c) Do you take out the boxes?

5. a) How much?
   b) How many?
   c) How are you?

6. a) Pardon?
   b) Did you say 14?
   c) 14 or 40?

ACE MAILING TEACHERS' NOTES

MODULE 2

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: ASKING FOR LOCATIONS

LISTENING

1. It's on the desk.
2. They're on top of the box.
3. Yes, they're between the envelopes.
4. It's over there.
5. Put them next to that machine.

6. Over there, under that table.
7. Across from the table.
8. Between the basket and box.
9. Put the chair behind the label machine.
10. to the left of the box.

READING

1. They are next to the envelopes.
2. It is behind the machine.
3. They're to the left of the stapler.
4. Across from the table.
5. Between the chairs.

SPEAKING

1. Over there?
2. Next to the machine?
3. On top of the boxes?
4. To the left of the phone?
5. Behind the label machine?

1. Did you say to the left of the machine?
2. Did you say next to the label machine?
3. Did you say in the basket?
4. Did you say 50 (labels) in the machine?
5. Did you say to the door?

UNIT 3: GIVING DIRECTIONS

WRITING -- P. 9

1. Put the stapler behind the scissors.
2. Put the mail in the P.O. sacks.
3. Move the chair between the label machine.
4. The pen is on top of the envelopes.
5. The labels are under the table.

UNIT 4: TAKING INSTRUCTIONS

LISTENING -- p. 12

1. Stack books on top of the table. (a)
2. Put envelopes in the box. (b)
3. Seal envelopes. (a)
4. Put 13 envelopes in the basket. (c)
5. Sort the mail according to zip code. (b)
6. Turn off the light. (a)

WRITING -- p. 15

1. Put paper in an envelope.
   seal it.
2. Stack envelopes next to the basket.
3. Turn on the label machine.
4. Put 16 envelopes in a bundle.
   put 4 bundles in a stack.

LISTENING -- p. 16

1. Tony, where are the envelopes?
2. They are between the table and the baskets.
3. I'm sorry, I don't understand.
4. Over there.
5. Please put the paper in an envelope and seal it.

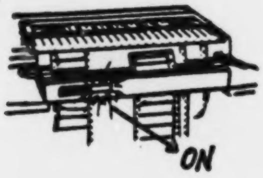
UNIT 5: GIVING SEQUENTIAL INSTRUCTIONS

LISTENING -- p. 18

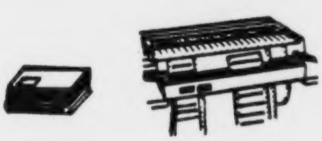
A. First, stack envelopes next to the label machine.
Then, check labels.
And then, turn on the machine.

A.

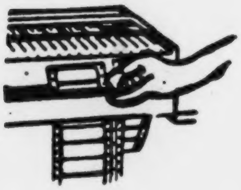
3



1



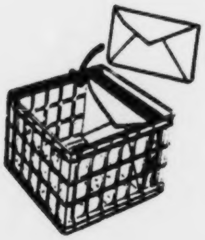
2



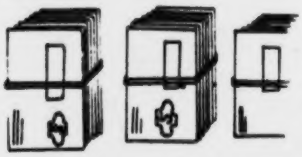
B. First, insert a (bank) statement in an envelope and seal it.
Then put the envelope in that basket.
After that, tie seven envelopes in a bundle and put a sticker on each bundle.
Finally, put the bundles in P.O. bags.

B.

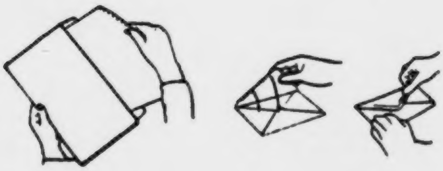
2



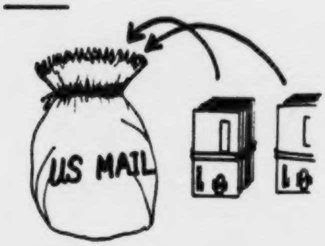
3



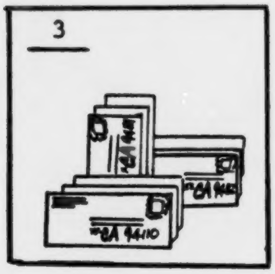
1

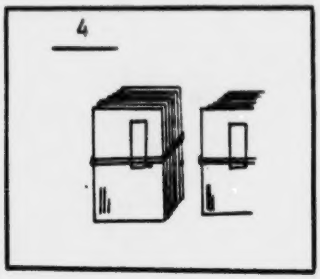


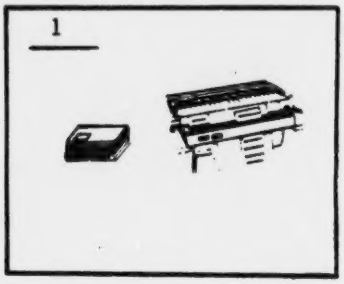
4

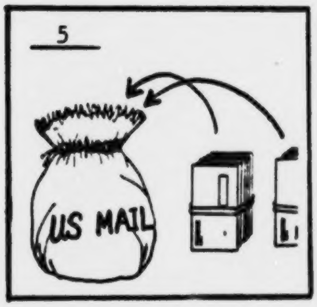


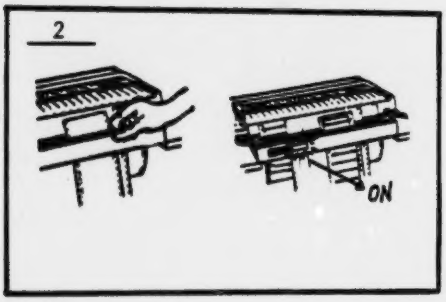
READING -- p. 19











WRITING -- p. 20

1. Stack envelopes on top of the table.
2. Put the basket next to the envelopes.
3. Insert a statement and seal the envelope.
4. then tie 15 envelopes in a bundle.
5. And then put a sticker on each bundle.

LISTENING -- p. 21

A.
1. Stack some books next to the label machine.
2. Check the machine, then turn it on.
3. After the books come out of the machine, sort the books according to zip code.
4. Then, put 14 books in a bundle and tie them with the machine like this.

B.
1. Stack envelopes on the table.
2. Insert a statement and seal the envelope.
3. Then put the envelope in the basket.
4. And then, sort the mail according to state.

UNIT 6: MAKING POLITE REQUESTS

LISTENING --p. 23

1. Excuse me, could you come here?
2. Could you bring me some green stickers?
3. How many?
4. OK, no problem.
5. Could you please take out the sacks?
6. May I turn off the heater?
7. Thank you.

READING -- p. 24

1. Tony needs some envelopes. YES
2. Maria asks Tony to bring her envelopes. NO
3. The envelopes are to the right of the basket. NO
4. Tony tells Maria how many envelopes two times. YES
5. Maria brings Tony 30 envelopes. YES

LISTENING -- p. 26

1. A: Excuse me, Maria.
B: Yes?
A: Could you bring me some stickers? (c)
B: OK.

2. A: Excuse me, Tony.
B: Yes?
A: Where are the stickers?
B: On top of the table.
A: Could you bring me some?
B: No problem. (b)

3. A: May I take some chairs? (c)
B: OK. How many?
A: 3.
B: OK.

4. A: Excuse me, Jose. Could you come over here?
B: OK.
A: Could you take out the boxes? (b)
B: No problem.

5. A: Tony, could you bring me some P.O. sacks?
   B: How many? (b)
   A: 5.
   B: OK.

6. A: Excuse me, Maria. Could you bring me 14 envelopes?
   B: Did you say 14? (b)
   A: Yes.
   B: OK.

ACE MAILING

MODULE 3

Getting the Job Done

Project
EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

**Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992**

Copyright © 1991 by Career Resources Development Center

655 Geary Street
San Francisco, CA 94102
(415) 775-8880

320 13th Street
Oakland, CA 94612
(415) 268-8886

All rights reserved. Permission is given to social and educational facilities to reproduce this workbook if there is no charge to students.

Printed in U.S.A.

CONTENTS

PAGE

INTRODUCTION i

TEACHING GUIDE iii

OBJECTIVES v

TEXT

Unit 1: Asking for Help 1

Unit 2: Useful Expressions 3

Unit 3: More Problems 8

Unit 4: Finishing Work 10

Unit 5: Asking for More Work 12

Unit 6: Asking for Explanation of Something Wrong 15

Unit 7: Safety First 20

LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders, and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

EDUCATION PARTNER

CRDC
655 Geary Street
San Francisco, CA 94102

Staff

Chui L. Tsang, Project Director

Mabel Teng, Project Co-director

David Hemphill, External Evaluator

Chris Shaw, Curriculum Developer

Pennie Lau, Counselor/Instructor

Stephanie Levin, Counselor/Instructor

Lisa-Anne Lee, Student Intern

Denise McCarthy, Consultant

BUSINESS PARTNER

Ace Mailing, Inc.
2757 16th Street
San Francisco, CA 94103

Personnel

Gwen Kaplan, President

George Hamilton, Account Executive

Mitchel Darrow, Administrative Manager

Tony Revier, Production Manager

TEACHING GUIDE

A. Curriculum Design and Description

This module was designed for beginning-level ESL learners working in the mailing industry. The curriculum aims to assist employees at Ace Mailing in developing the English communication skills necessary to perform job tasks more effectively. The specific focus of this material is on the cultural and language skills which improve employees ability to handle problems on the job, work cooperatively with co-workers and supervisors, and understand and communicate the importance of safety rules in the workplace.

To enhance language learning, each unit provides skill practice in the four language skills (reading, writing, speaking and listening) and develops these skills within a communicative framework through role plays and information gap pair and group activities.

B. Unit Features

1. Vocabulary Boxes

The vocabulary boxes at the beginning of each unit highlight vocabulary which might be new to the language learners. These vocabulary should be discussed using modeling and realia. The vocabulary words are continually reinforced throughout the module.

2. Getting Ready

This warm up activity affords learners the opportunity to discuss problems/issues which they have encountered on the job. The majority of the Getting Ready activities address possible sources of cross-cultural differences in expectations of appropriate behavior in the workplace. Students should be allowed to examine and discuss these issues from various cultural viewpoints. At the same time, the instructor should point out those behaviors which are deemed appropriate in the American workplace.

3. Jazz Chants

Jazz Chants are used to introduce the main language functions of a section. They provide a lively format for pronunciation, intonation and grammar practice. Ideally, the instructor should model the chant a few times while going over the vocabulary, grammar and functional content. The chant should be practiced chorally at first. Variations include dividing the class in half to practice the chants and finally, when students are comfortable performing the chant they should be given the opportunity to refine the chant through pair work practice. A listening activity follows, which encourages learners to focus on discreet points of the chant.

4. Useful Expressions

Each unit includes boxed useful expressions which are the targeted language functions for the unit. The useful expressions usually precede the reading activities and as such serve as further vocabulary study.

Reading

The Reading passages, which follow a dialogue format, provide a further context for the targeted language functions. After reading the dialogues and answering the comprehension questions, students should be encouraged to role play the dialogues for further speaking practice.

5. Listening

The listening activities which follow the reading sections, are generally parts of conversations, which the learner must complete, given a variety of choices. The tapes which accompany this unit should be played several times to give all learners ample opportunity to respond appropriately. On the first listening, students should be encouraged to listen for the main ideas and isolate some vocabulary words. The instructor should then elicit vocabulary from the students and in this way try to reconstruct the dialogues. Once students have a good idea of the content, they can listen to the tape several times in order to choose the appropriate answers.

6. Speaking

Finally, after students have had ample time to develop understanding of the material, they should feel confident enough to engage in free form oral activities. The speaking activities take the form of Talk/Listen, a variety of free form role play and information gap activities.

7. Writing Activities

Writing activities are included in most of the units to provide learners practice in writing complete, grammatical sentences using the acquired structures.

OBJECTIVES OF MODULE 3

This module is designed to help employees develop communication skills and strategies to improve job performance. The emphasis is on problem solving and reporting problems. Students will develop skill in identifying and reporting problems to supervisors. They will be able to discuss work performance and develop solutions to problems. Lastly, they will have a better understanding along with the capability to identify and discuss safety rules and regulations.

The material has been designed for students at the high beginning/low intermediate level (ESL 100-200 levels).

The specific objectives of this module are:

1. Report typical problems students have at work.
2. Ask co-workers/supervisor for help in solving the problem.
3. Report work completion.
4. Ask for more work.
5. Ask if work is correct.
6. Ask for explanation of incorrect work.
7. Ask about safety rules.
8. Explain safety instructions.

UNIT 1: ASKING FOR HELP

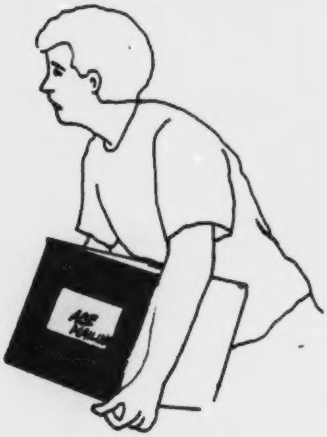
Vocabulary: lift / something / this/these / sometime

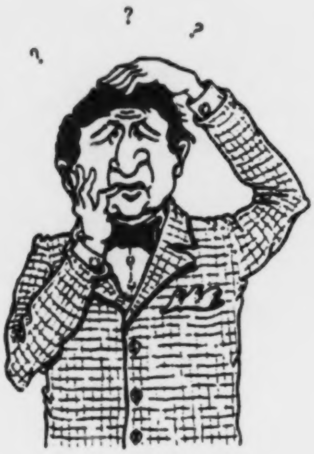
Vocabulary:	lift	this/these
	something	sometime

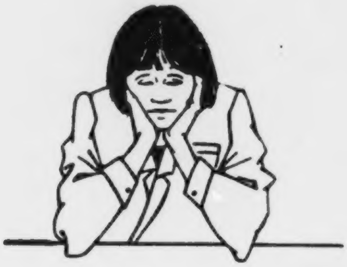
GETTING READY

Look at the following questions. Do you sometimes have these problems at work? If so, check YES. If not, check NO.

	YES	NO
1. You can't lift something.	_____	_____
2. You don't understand how to do something.	_____	_____
3. You can't find something.	_____	_____
4. You run out of something.	_____	_____







JAZZ CHANT

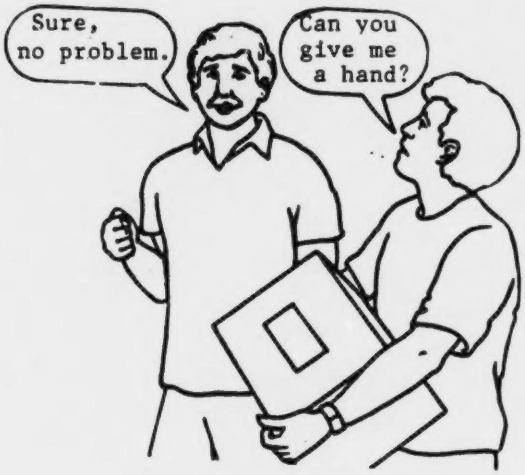
Listen to the Jazz Chant and repeat it with your teacher.

I can't lift these boxes.
Can you give me a hand?

Could you help me with this?
I don't understand.

Can you help me?
Please help me.
Could you give me a hand?

Sure, no problem.
Of course, I can!


Sure, no problem.
Can you give me a hand?

LISTENING

Listen to your teacher and fill in the blanks.

1. I ______________ lift these boxes.
2. ______________ you give me a ______________ ?
3. Can ______________ help me?
4. ______________ you help me with this?
5. ______________ help ______________ .
6. ______________ , no problem.
7. Of course, ______________ ______________ .

UNIT: 2 USEFUL EXPRESSIONS

Useful Expressions:

I don't know how to do this.
I can't find it/them.
I ran out of envelopes.
I don't have any more papers.

Can you show me?
Can you give me a hand?
Could you help me?

READING

Read the two dialogues and answer the questions on page 4.

Maria: Tony, I don't know how to do this. Can you show me?

Tony: Sure, no problem. Put the mail to Florida in this bag.

Maria: I can't find the mail for Florida.

Tony: Look for the letters FL. That is Florida.

Maria: Oh, okay. I see. Thanks.

Alabama	AL
Alaska	AK
American Samoa	AS
Arizona	AZ
Arkansas	AR
California	CA
Canal Zone	CZ
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Virgin Islands	VI
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

(Later on in the afternoon, another conversation.)

Maria: Tony, can you help me? I ran out of envelopes.

Tony: Sure, there are some over there.

Maria: Thanks. Also the bag is full now, but I can't lift it. Can you give me a hand?

Tony: Sure, no problem.

I ran out of envelopes.

Check YES or NO.

	YES	NO
1. All the letters to Florida go in one bag.	_____	_____
2. FL is Florida.	_____	_____
3. Maria can lift the bag.	_____	_____
4. Tony cannot lift the bag.	_____	_____
5. Tony ran out of envelopes.	_____	_____

The state is usually abbreviated in an address, but how is each state abbreviated? (see the chart on page 3)

1. 1st + 2nd letters

Alabama......AL
California...CA
Florida......FL

2. 1st + last letters

Kentucky.....KY
Maine........ME
Maryland.....MD

3. 1st + one letter

Alaska.......AK
Arizona......AZ
Missouri.....MO

Can you give some more examples?

_______________ _______________ _______________

_______________ _______________ _______________

4. If the name of a state is composed of 2 words, the abbreviation is the first letter of each word. For example:

New York.......NY
North Dakota...ND
Rhode Island...RI

South Carolina..........SC
West Virginia...........WV
District of Columbia....DC

Please give more examples of such abbreviations.

____

____

Read the states on the left and match them with the abbreviations on the right.

1. Washington	MN	6. OR	Ohio
2. Hawaii	CO	7. MS	Oregon
3. Colorado	TX	8. MI	Missouri
4. Texas	HI	9. MO	Michigan
5. Minnesota	WA	10. OH	Mississippi

LISTENING

Listen and circle the sentences you hear.

1. a) Can you help me?
   b) Will you help me?
   c) Could you help me?

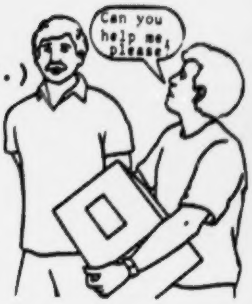
2. a) Yes, I can.
   b) No, I can't.
   c) Yes, I will.

3. a) Sure, no problem.
   b) There is a problem.
   c) Yes, I will.

4. a) I don't know how.
   b) I don't have anymore.
   c) I don't know where.

WRITING

These are your problems. Make a question for each sentence below to ask for help. Number 1 is done for you. (Review the dialogues on page 3 again if necessary.)


Can you help me, please?

1. The box is very heavy for you.

   Could you help me, please?

2. You can't find the envelopes.

   ____

3. You don't have any more papers.

   ____

4. You don't know if you should put 6 or 10 in each bundle.

   ____

SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line. Look at your column only. A begins speaking first and B listens.

PERSON A	**PERSON B**
1. Put them in the bag.	1. Listen
Listen	I don't understand. Can you show me?
Sure, do it like this.	Listen
Listen	Okay, I see. Thanks.

2. I can't lift this. Can you give me a hand?	2. Listen
Listen	Sure, no problem.
Thanks a lot.	Listen
Listen	You're welcome.

3.	3. I ran out of papers.
Listen	Can you help me?
Sure, no problem.	Listen
Listen	Thanks a lot.
You're welcome	

SPEAKING

Work with a partner. Write a short dialogue together, then practice them in front of the class. Let's write number 1 together.

These are your problems:

Dialogue 1 — You don't have any more mailing stickers.

Dialogue 2 — You don't know how many to put in each bundle.

Dialogue 3 — You ran out of envelopes.

UNIT 3: MORE PROBLEMS

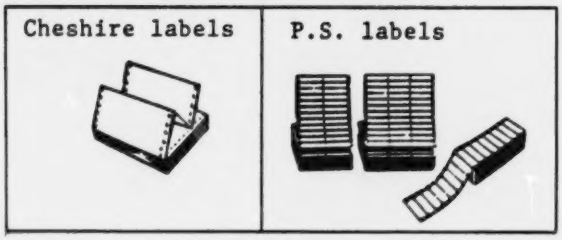
Vocabulary:
P.S. label
typed
old
Cheshire labels
upside down
new
docket
handwrite
take off

GETTING READY

Read the story and circle the correct answer.

Gloria gave Juan Carlos Cheshire labels for a mailing. Juan Carlos checked the docket. The docket said to use P.S. labels. Juan doesn't know what to do. What should he do? Circle the correct answer.

a) Use the Cheshire labels.
b) Use the P.S. labels.
c) Explain the problem to Gloria.



READING

Read the following dialogue and answer the questions on page 9.

Jose: Maria, are you sure these are the right labels? The docket says to use P.S. labels, not Cheshire.

Maria: Let me see. Hmm...you're right. Use the P.S. labels.

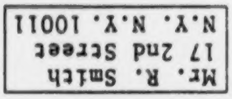
Jose: And what about these labels that are upside down? Should I take them off?

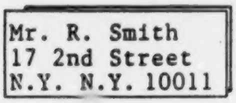
Maria: No, put new ones on top of the old ones.

Jose: Can I handwrite them?

Maria: No, all labels must be typed.

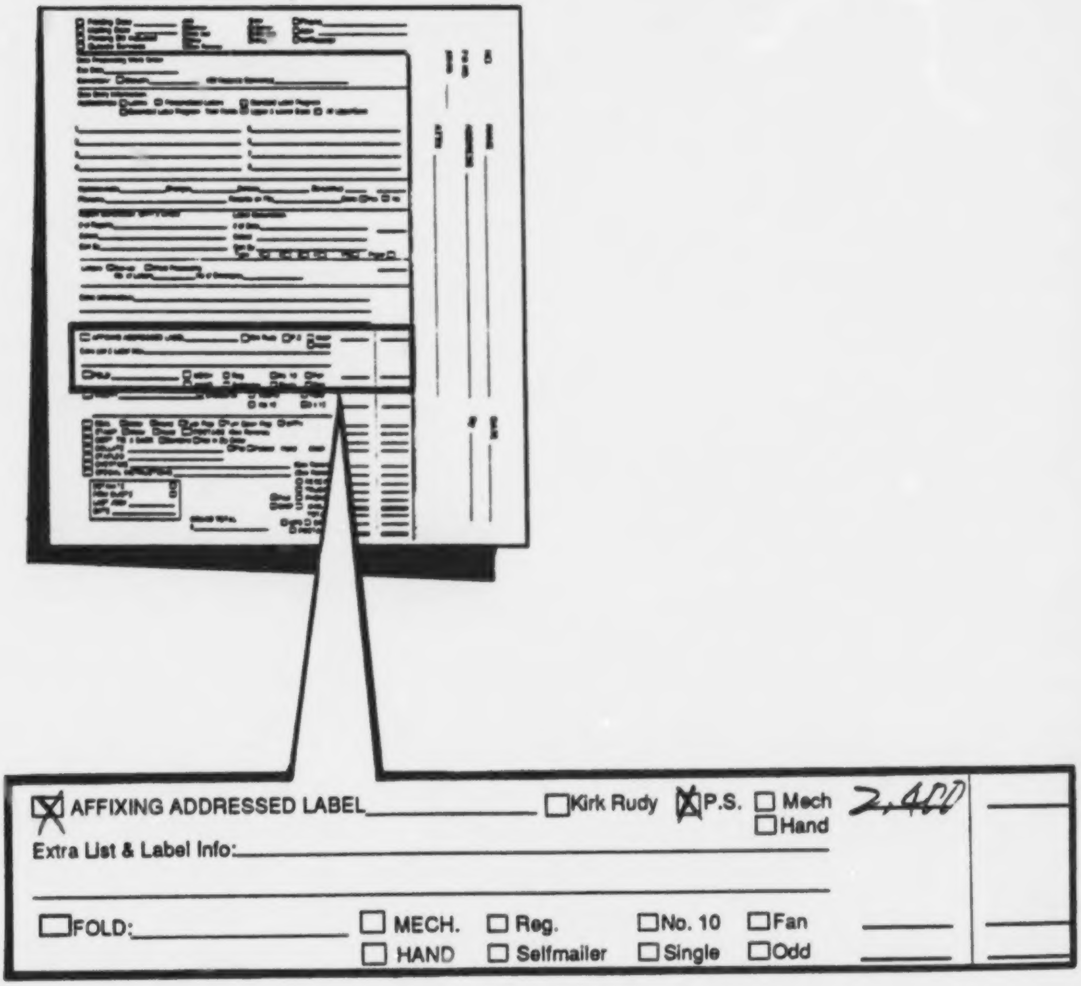
Jose: Ok, thanks.


Mr. R. Smith
17 2nd Street
N.Y. N.Y. 10011


Mr. R. Smith
17 2nd Street
N.Y. N.Y. 10011

Check TRUE or FALSE.

	TRUE	FALSE
1. The docket is correct.		
2. Jose should use Cheshire labels.		
3. Jose should take the wrong labels off.		
4. The labels should be typed.		



☒ AFFIXING ADDRESSED LABEL__________ ☐ Kirk Rudy ☒ P.S. ☐ Mech ☐ Hand 2,400

Extra List & Label Info:__________

☐ FOLD:__________ ☐ MECH. ☐ HAND ☐ Reg. ☐ Selfmailer ☐ No. 10 ☐ Single ☐ Fan ☐ Odd

UNIT 4: FINISHING WORK

GETTING READY

Read the story and circle the correct answer.

Maria worked hard all morning on a job her supervisor gave her. She finished the job in the afternoon. Then she had nothing to do. What should Maria do?

a) Take a break.
b) Wait for her supervisor to tell her what to do next.
c) Tell her supervisor she finished the job.

JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.

I'm done.
I'm done.

The job is finished!

I'm finished.
I'm finished.

The job is done!

I stuffed the envelopes,
and tied the bundles.
I put on the stickers,
and put them in the bags.

I'm done.
I'm finished.
I did my best.

What do you want me to do next?

Now, repeat the Jazz Chant again, changing I to We.

SPEAKING

Practice the following expressions used in reporting the job is finished.

Useful Expressions:

I finished stuffing the envelopes.
I completed my work.
We completed our work.

I'm all done.
We're all finished.

Everything is done.
finished.

LISTENING

Listen to your teacher and fill in the blanks.

1. _______________ done.

2. I'm _______________ .

3. I put _______________ the stickers.

4. I _______________ the envelopes.

5. I _______________ the bundles.

6. I _______________ my best.

7. _______________ do _______________ want me to do _______________ ?

UNIT 5: ASKING FOR MORE WORK

Useful Expressions:

What do you want me to do now?
us next?
What should I do?
we do?

READING

Read the dialogue and answer the following questions.

Sonja: Bill, I finished my job.

Bill: You finished? Did you tie the bundles and put mailing stickers on each one?

Sonja: Yes, I did that.

Bill: Good, did you put all the bundles in the bags?

Sonja: Yes, and I put the bags near the door.
What should I do now?

Bill: You can help George stuff the envelopes next. Come over here, and I'll show you how.

Sonja: OK.

Check YES or NO.	**YES**	**NO**
1. Sonja is done with her work.	_____	_____
2. Sonja tied the bundles.	_____	_____
3. Bill put the bags near the door.	_____	_____
4. Bill wants George to help Sonja.	_____	_____
5. Sonja knows how to stuff the envelopes.	_____	_____

LISTENING

Listen and circle the sentences your hear.

1. a) I'm done.
   b) I'm finished.
   c) It's completed.

2. a) What do you want me to do?
   b) What do you want us to do?
   c) What do you want him to do?

3. a) What should I do now?
   b) What can I do now?
   c) What should we do now?

4. a) I tied the bundles.
   b) I put them in bundles.
   c) I put the bundles in the bag.

DICTATION

Listen to your teacher and write down what she or he says.

1. ____

2. ____

3. ____

WRITING

Read the following situations and write what you will say to your supervisor.

1. You finished stuffing the envelopes.

   ____

2. You don't know what to do next.

   ____

3. You and Maria are done with the job.

   ____

SPEAKING

Read the story and write a dialogue about the story. Work with a partner. When you are finished, practice it in front of the class.

Jose and Miguel are working together on a job. Jose is operating the sorting machine and Miguel is putting the envelopes in bundles and tying them with the Bunn Tyer. They are finished and they want their supervisor to tell them what to do next. The supervisor wants to know if all of the bundles are tied and in the Post Office bag.

The supervisor wants them to help Maria stuff envelopes now.

____

____

____

____

____

____

UNIT 6: ASKING FOR EXPLANATION OF SOMETHING WRONG

Vocabulary:	order	check
	co-worker	remember

Useful Expressions:

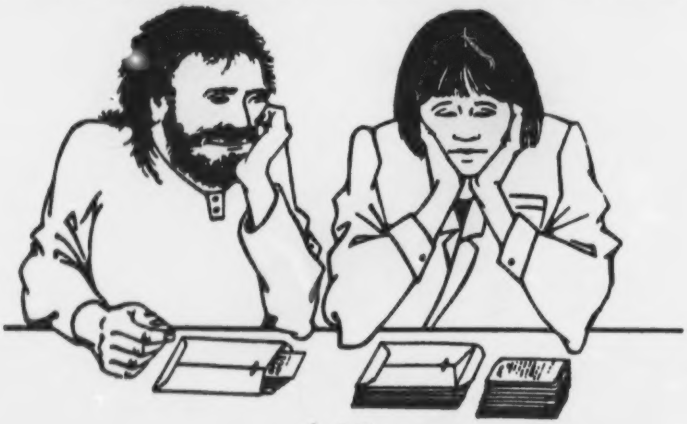
This isn't right.	Can you explain what's wrong?
These aren't correct.	What is it?
You've made a mistake.	What's the problem?
You're not doing this right.	What am I doing wrong?

GETTING READY

Read the story and circle the correct answer.

Jose gave Lupe a mailing job to do. He told her to put four papers into an envelope. He showed her the right order. Lupe was not sure that she understood what to do. What should she do? Circle the correct answer.

a) Try to remember what Jose said and do the job.
b) Ask a co-worker if she knows how to do the job.
c) Stuff one envelope and ask Jose to check her work.



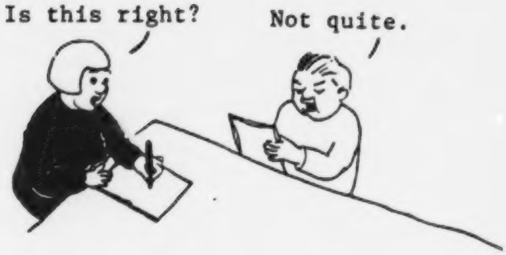
JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.

Is this right?
Not quite.

Is this right?
Not quite.
It's not quite right.

It's not right?
No, it's not.
It's not exactly right.


Is this right?
Not quite.

Why, what's the problem?
It's not the right order.

Why, What's wrong?
The order is wrong.

The order is wrong?
Yes, it's wrong.
It's wrong.
The order is wrong.

LISTENING

Listen to your teacher and fill in the blanks.

1. Is this ______________ ?

2. It's ______________ quite ______________ .

3. ______________ , what's ______________ ?

4. The ______________ is wrong.

5. It's not ______________ right.

READING

Read the dialogue and answer the questions.

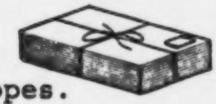
Jorge: Maria, these aren't quite right.

Maria: Why, what am I doing wrong?

Jorge: You're putting the wrong sticker on the envelopes and you're not putting the right amount in each bundle.

Maria: Oh, can you explain how to do it again?

Jorge: Sure. First of all, this is a first class mailing, so each bundle should have ten envelopes.



Maria: Oh, I see. Ten in each bundle. And what's wrong with the stickers?

Jorge: Use the **D** sticker for the same zip, and the **S** for the same state. **MS** is for different states.

Maria: Oh, I see. Thanks.

D = same zip
S = same state
MS = different states

Circle T for true and F for false.

1. Maria is working on a second class mailing. T F
2. For third class you have to put 10 in a bundle. T F
3. The **D** sticker is for addresses with the same zip. T F
4. The **S** sticker is for addresses in different states. T F
5. The **MS** stickers is for addresses in the same state. T F

MORE READING

The conversation below is not in the right order. Put a number on the line to show the correct order. Then practice the conversation with a classmate.

_____ Why, what's the problem?

_____ Oh, I see.

_____ Is this right?

_____ No, it's not quite right.

_____ You should put 6 in a bundle because it's a second class mailing.

LISTENING I

Listen to each conversation and circle the emphasized word which describes the problem.

For example: (you hear)
A: Is this right?
B: No, it's not quite right.
A: What's wrong?
B: The label is wrong.

(you circle) envelope [✓ label]

1. sticker bundle
2. order sticker
3. country state
4. zip sacks
5. bundle order
6. Cheshire P.S.

LISTENING II

Listen to the tape and circle the sentence that best completes the conversation.

1. a) No, it's not quite right.
   b) What's the problem.

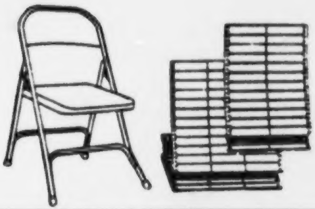
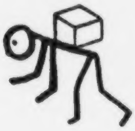
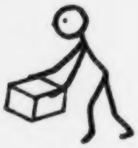
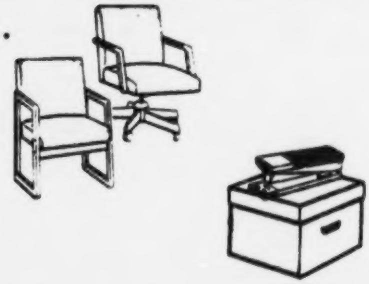
2. a) It's not quite right.
   b) It's the wrong sticker.

3. a) Ten in each bundle?
   b) How many for each bundle?

4. a) Oh, I see.
   b) Can you explain it to me?

SPEAKING

Work with a partner. Fold your paper in half and only look at your side. For Number 1 and 2, Person A will describe a picture and Person B will draw the picture, then Person B will ask Person A if the picture is right. Change roles for Number 3 and 4.

PERSON A	**PERSON B**
1. 	1.
2. 	2.
3.	3. 
4.	4. 

UNIT 7: SAFETY FIRST

Vocabulary:	reach	idea	shake
	climb	jump	ladder

GETTING READY

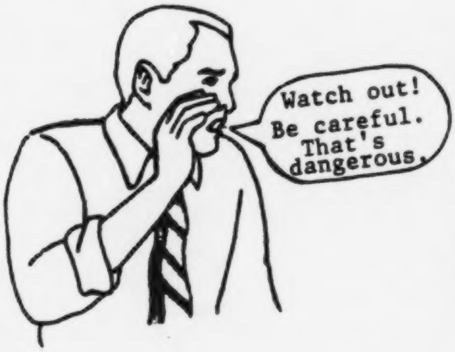
Read the story and the following statements, then decide which are good ideas or bad ideas.

Veronica needs more envelopes. The boxes of envelopes are on the top shelf. She can't reach them. What can she do?

	GOOD IDEA	BAD IDEA
1. Ask a tall person to help.		
2. Climb up on some boxes.		
3. Try to jump and reach the box.		
4. Get a ladder.		
5. Try shaking the shelf so the boxes fall down.		
6. Ask the supervisor for help.		

JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.


Watch out! Be careful. That's dangerous.

Watch out! Watch Out!
Why? What is it?

Be Careful! Be Careful!
Why? What's wrong?

That's dangerous. You could hurt yourself.
That's dangerous. You could get hurt.

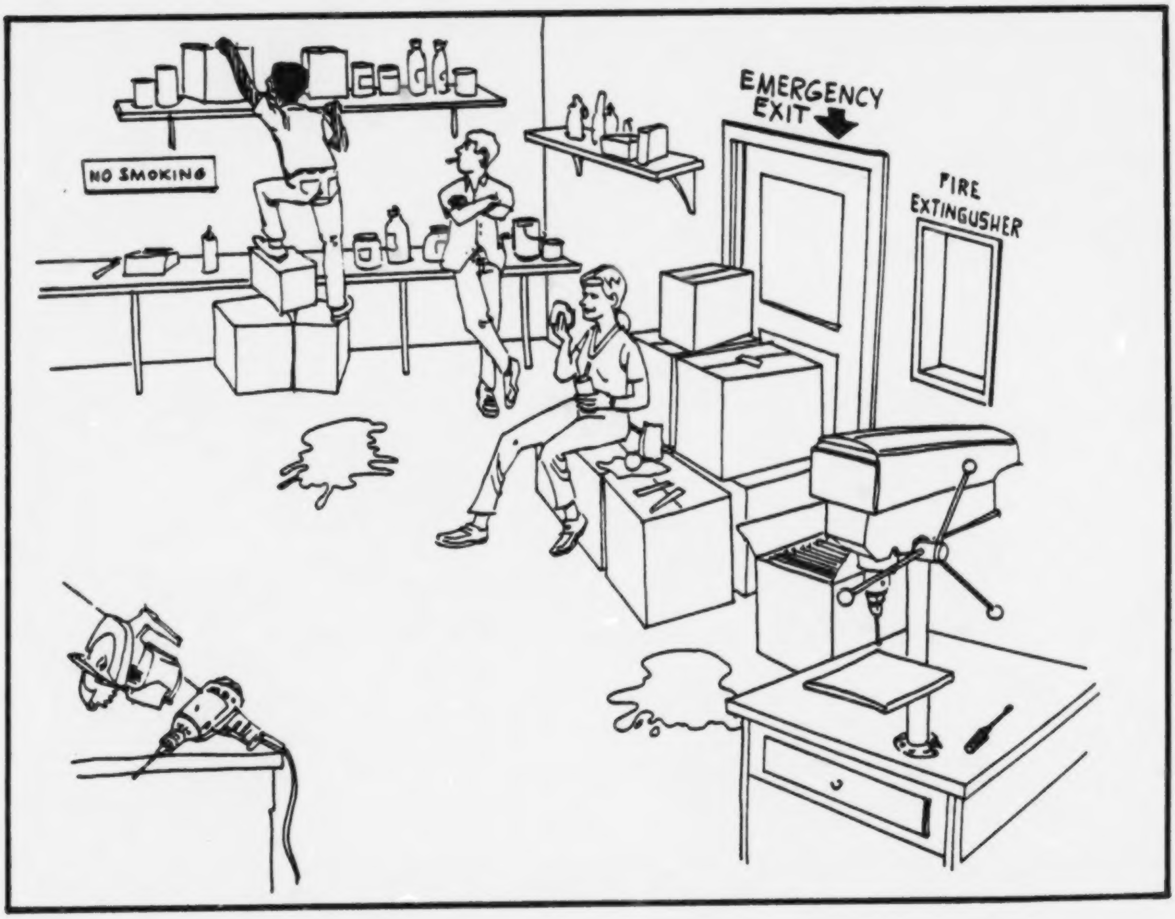
Oh! I see.
Thanks for warning me.

[1]READING

Read and discuss the safety rules.

1. Keep the work area clean.
2. Wipe up any spills.
3. Use ladders to reach high places.
4. Don't stand on boxes.
5. Keep aisles clear.
6. Don't block doorways.
7. No smoking.

Now, look at the picture. Circle things that are not safe. Then put the number of the safety rule inside it.


NO SMOKING
EMERGENCY EXIT
FIRE EXTINGUSHER

---

[1] Picture adapted from YOUR FIRST JOB, Prentice-Hall, 1986

BEST COPY AVAILABLE

LISTENING

Review the safety rules on page 21. Listen to the conversations and write the number and the safety rule.

1. ____ ______________________________

2. ____ ______________________________

3. ____ ______________________________

4. ____ ______________________________

WRITING/SPEAKING

Work with a partner and write a dialogue, in which you should explain a safety rule to a new worker. When you are finished, act it out in front of the class. For example:

Jose: Watch out, Mary.
Mary: What? What's wrong?
Jose: Don't stand on boxes. You could hurt yourself.
Mary: Oh.
Jose: Use ladders to reach high places.
Mary: OK.

____

____

____

____

____

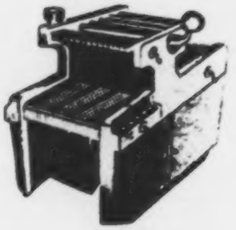
____

____

____

READING

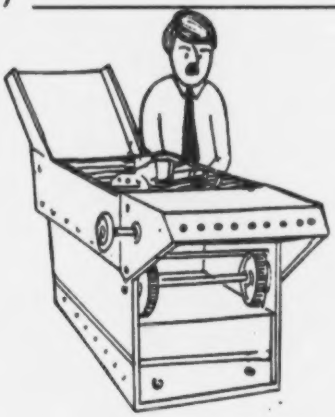
Read the safety rules for operating machines. Then look at the pictures and write down the safety rules that are broken.



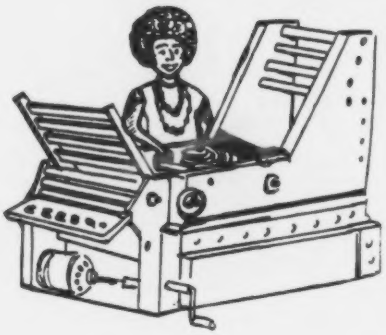
Safety Rules

1. Roll up sleeves.
2. Don't wear jewelry.
3. Keep hair tied up.
4. Don't lean over the machine.
5. Don't wear ties.

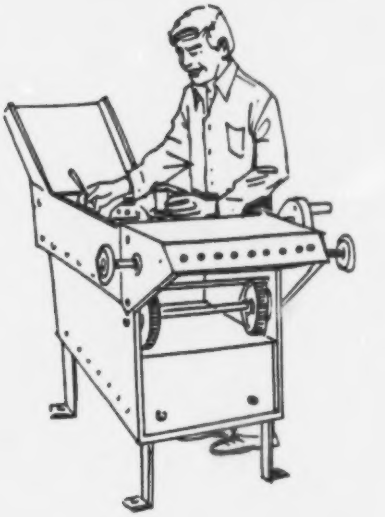
Rule(s) ______________________



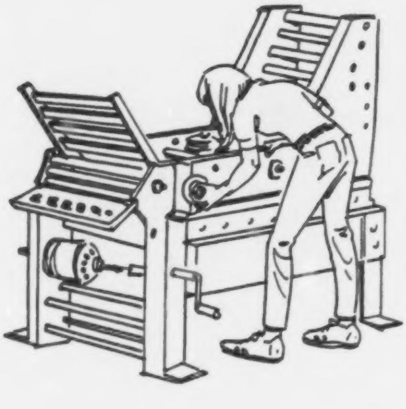
Rule(s) ______________________



Rule(s) ______________________



Rule(s) ______________________



BEST COPY AVAILABLE

LISTENING

Listen to the tape. Write down the safety rule for each conversation.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

WRITING

Rewrite the safety rules on page 21, using **"You must...."** or **"You can't...."**

1. Keep the work area clean.
   You must keep the work area clean.

2. Wipe up any spills.
   ____

3. Use ladders to reach high places.
   ____

4. Don't stand on boxes.
   ____

5. Keep aisles clear.
   ____

6. Don't block doorways.
   ____

7. No smoking.
   ____

ACE MAILING TEACHERS' NOTES

MODULE 3

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: ASKING FOR HELP

LISTENING -- p. 2

1. I can't lift these boxes.
2. Could you give me a hand?
3. Can you help me?
4. Could you help me with this?
5. Please help me.
6. Sure, no problem.
7. Of course, I can.

UNIT 2: USEFUL EXPRESSIONS

READING -- p. 4

1. All the letters to Florida go in one bag.	YES
2. FL is Florida.	YES
3. Maria can lift the bag.	NO
4. Tony cannot lift the bag.	NO
5. Tony ran out of envelopes.	NO

1.	Washington	WA	6.	Or	Oregon
2.	Hawaii	HI	7.	MS	Mississippi
3.	Colorado	CO	8.	MI	Michigan
4.	Texas	TX	9.	MO	Missouri
5.	Minnesota	MN	10.	OH	Ohio

LISTENING -- p. 5

1. Could you help me?
2. Yes, I can.
3. There's a problem.
4. I don't have anymore.

UNIT 3: MORE PROBLEMS

READING -- p. 9

1. The docket is correct.	YES
2. Jose should use Cheshire labels.	NO
3. Jose should take the wrong labels off.	NO
4. The labels should be typed.	YES

UNIT 4: FINISHING WORK

LISTENING -- p. 11

1. I'm done.
2. I'm finished.
3. I put on the stickers.
4. I stuffed the envelopes.
5. I tied the bundles.
6. I did my best.
7. What do you want me to do next?

UNIT 5: ASKING FOR MORE WORK

READING -- 12

1. Sonja is done with her work.	YES
2. Sonja tied the bundles.	YES
3. Bill put the bags near the door.	YES
4. Bill wants George to help Sonja.	NO
5. Sonja knows how to stuff the envelopes.	NO

LISTENING -- p. 13

1. I'm finished.	(b)
2. What do you want us to do?	(b)
3. What should I do now?	(a)
4. I put them in bundles.	(b)

DICTATION -- p. 13

1. I finished my job.
2. What do you want me to do next?
3. I stuffed the envelopes and put on the stickers.

UNIT 6: ASKING FOR EXPLANATION OF SOMETHING WRONG

LISTENING -- p. 16

1. Is this right?
2. It's not quite right.
3. Why, what's wrong?
4. The order is wrong.
5. It's not quite right.

READING -- p. 17

1. Maria is working on a second class mailing. F
2. For third class you have to put 10 in a bundle. F
3. The D sticker is for addresses with the same zip. T
4. The S sticker is for addresses in different states. F
5. The MS sticker is for addresses in the same state. F

MORE READING -- P. 18

3 Why, what's the problem?
5 Oh, I see.
1 Is this right?
2 No, it's not quite right.
4 You should put 6 in a bundle because it's a second class mailing.

LISTENING I -- P. 18

1. A: Is this right?
   B: No, that's not the right sticker for those bundles.

2. A: Why, what's wrong?
   B: The sticker is right but the order is wrong.

3. A: What am I doing wrong?
   B: You need to write the name of the country.

4. A: What's wrong?
   B: You should use the D sticker for that zip.

5. A: What's the problem?
   B: You should put ten in each bundle.

6. A: What's the problem?
   B: You should use P. S. labels, not Cheshire.

LISTENING II -- pp. 18-19

1. A: Excuse me, is this right?
   (a) No, it's not quite right.

2. A: Why? What's the problem?
   (b) It's the wrong sticker.

3. A: You're not putting the right amount in each bundle.
   (b) How many for each bundle?
4. A: These aren't correct. You need to use the MS sticker for these envelopes.
   (a) Oh, I see.

UNIT 7: SAFETY FIRST

LISTENING -- p. 22

1. A: Hey, watch out! You spilled something.
   B: Oh, I'm sorry. I'll clean it up.
   2 Wipe up any spills.

2. A: Jose, can you give me a hand?
   B: Sure, what the problem?
   A: I can't reach that box.
   B: Oh, sure. Let me find a ladder.
   3 Use ladders to reach high places.

3. A: Julio, can you move those boxes? They are blocking the door.
   B: Sure, I'll move them.
   A: Thanks.
   6 Don't block doorways.

4. A: Javier, you'll have to smoke outside.
   B: Oh, okay.
   7 No smoking.

LISTENING -- P. 24

1. A: You'll have to ties your hair up when you operate this machine.
   B: OK, I understand.

Tie up hair (or Keep hair tied up).

2. A: Jorge, be careful. Roll up your sleeves when you operate that machine.
   B: OK, I will.
   Roll up sleeves.

3. A: Lydia, you're not allowed to wear jewelry when you're operating that machine.
   B: Oh, I didn't know that.
   Don't wear jewelry.

4. A: Miguel! Be careful! You could hurt yourself leaning over the machine like that.
   B: Oh, I see. Thanks for telling me.
   Don't lean over the machine.

5. A: Rafael, you are not supposed to wear a tie when operating that machine.
   B: Oh, I didn't know that. Thanks.
   Don't wear ties.

WRITING -- P. 24

1. You must keep the work area clean.
2. You must wipe up any spills.
3. You must use ladders to reach high places.
4. You can't stand on boxes.
5. You must keep aisles clear.
6. You can't block doorways.
7. You can't smoke.

ACE MAILING

Module 4

May I Help You?

Project
EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

**Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992**

Copyright © 1992 by Career Resources Development Center

655 Geary Street
San Francisco, CA 94102
(415) 775-8880

320 13th Street
Oakland, CA 94612
(415) 268-8886

All rights reserved. Permission is given to social and educational facilities to reproduce this workbook if there is no charge to students.

Printed in U.S.A.

CONTENTS

PAGE

INTRODUCTION i

TEACHING GUIDE iii

OBJECTIVES v

TEXT

Unit 1: Can I Help You? 1

Unit 2: Taking Down Customer Information 7

Unit 3: George Is Not In Right Now 17

Unit 4: Answering the Telephone 20

Unit 5: Taking Phone Messages 23

LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year-old, non-profit, community-based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce to maximize productivity. This translates into workers' ability to read and understand work orders, and to perform job tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

EDUCATION PARTNER

CRDC
655 Geary Street
San Francisco, CA 94102

Staff

Chui L. Tsang, Project Director

Mabel Teng, Project Co-director

David Hemphill, External Evaluator

Pennie Lau, Curriculum Developer

Chris Shaw, Counselor/Instructor

Stephanie Levin, Counselor/Instructor

Lisa-Ann Lee, Student Intern

Denise McCarthy, Consultant

BUSINESS PARTNER

Ace Mailing, Inc.
2757 16th Street
San Francisco, CA 94103

Personnel

Gwen Kaplan, President

George Hamilton, Account Executive

Mitchel Darrow, Administrative Manager

Tony Rivera, Production Manager

TEACHING GUIDE

A. Curriculum Design and Description

This module was designed for beginning to intermediate level ESL employees at Ace Mailing. The curriculum aims to assist them in developing the English communication skills necessary to provide good customer service in person as well as on the phone. The content is highly communicative and work-related, focusing on both language and cultural skills which improve employees ability to handle customers independently.

B. Unit Features

1. Vocabulary Boxes

The Vocabulary and Useful Expressions boxes at the beginning of each unit highlight words and expressions which might be new to the language learners. They should be discussed using modeling and realia in a meaningful context, and they should be continually reinforced throughout the module.

2. Getting Ready

This warm up activity affords learners the opportunity to discuss the subject to be taught in each unit. It allows students to express and compare their understanding of the subject with each other and it addresses cross-cultural differences in expectations of appropriate behavior in customer service. Students should be given time to examine and discuss the subject from various cultural viewpoints. At the same time, the instructor should point out those behaviors which are deemed appropriate in the American workplace.

3. Dialogues

In this section, vocabulary is assimilated in a meaningful context in the form of conversation. Instructors are encouraged to first read the whole dialogue or play the tape (more than once, if necessary) for learners to concentrate on listening and understanding the overall idea of the dialogue. This can be followed by an explanation of difficult words, expressions and usage. The instructor may then ask students to repeat each line and/or conduct a role play between him/her and students, between student groups, then between individual students.

4. Scrambled Sentences

Some units contain scrambled sentences directly or indirectly adopted from the previous dialogue section with words which should begin the sentences capitalized. Students may work individually or as a group to unscramble each sentence and then put the unscrambled sentences in good order to make a dialogue. Instructors should provide plenty of time to allow students to work on the sentences and dialogues.

5. Listening

The listening activities are generally conversations or parts of conversations; some require students to circle/write what they hear, some students must complete, given a variety of choices. The tape which accompany this unit should be played several times to give all learners ample opportunity to respond appropriately.

6. Speaking (Information Gap Activities)

In information gap activities, students work in pairs and each student has different information. Students must communicate in order to complete a task. This type of practice is challenging because if communication is not clear or inadequate, the task cannot be completed. The steps for information gap activities are the same as for paired activities except that in information gap activities students cannot look at each other's papers. It is crucial that the teacher prepares students well for this type of exercise. To do so, the teacher may model the first task with students before asking them to work with each other on their own.

7. Speaking/Role Play

For each Role Play activity, students must read and fully understand the instruction with the teacher's assistance. Each student working with a partner should read only his/her own part of the instruction by covering his/her partner's. After each role play, students should switch roles.

8. Reading & Writing

The reading and writing activities are designed to help students 1) understand information in business cards, and 2) record telephone messages. A number of business cards are provided in the module; teachers are encouraged to use more realia for practice. As for take a phone message, students are require to listen to telephone dialogues and then write down the message with or without a given list of messages.

OBJECTIVES OF MODULE 4

Module 4 is designed to help Ace Mailing limited English proficient (LEP) employees develop communication skills and strategies to provide customers with appropriate services. The emphasis in this module is on greeting customers and explaining supervisor's or manager's absences in person as well as on the phone. They will also develop skills in handling customer requests and in taking phone messages.

Specifically, students will be able to:

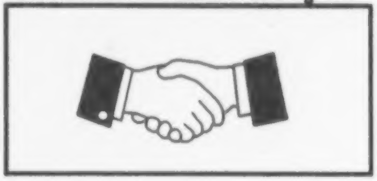
1. greet customers properly,
2. offer help to customers,
3. handle customers' requests,
4. explain supervisor's/manager's absences appropriately,
5. take a message in person and on the phone.

UNIT 1: CAN I HELP YOU?

Vocabulary:	customer	unavailable
	manager	message
	appointment	must
	something	have to
	meet	ignore

GETTING READY

1. A customer comes but your manager is not around. What do you do? (Check as many as you want.)



_____ a. Ignore the customer.

_____ b. Look for your manager.

_____ c. Tell the customer to wait.

_____ d. Tell the customer your manager is in the bathroom.

_____ e. Tell the customer your manager is busy right now and take a message.

2. A stranger comes to the production area. What do you say? (Check as many as you want.)

_____ a. Hi, how are you?

_____ b. Excuse me, Sir. I must ask you to leave.

_____ c. Can I help you?

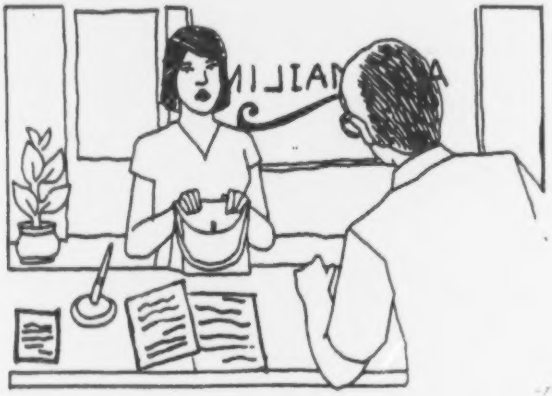
_____ d. What are you doing here?

_____ e. Excuse me, is there something I can do for you?

_____ f. Come back later.

Useful Expression:

Do you have an appointment?
Is he expecting you?
What company are you with?
Please wait here.
I'll be right with you.



DIALOGUE

Minerva: Good afternoon, **can I help you?**

Customer: Yes. Is George in?

Minerva: Yes. **Is he expecting you?**

Customer: Yes. We have an appointment to meet at 10:00.

Minerva: What is your name?

Customer: Susan Miller.

Minerva: **What company are you with?**

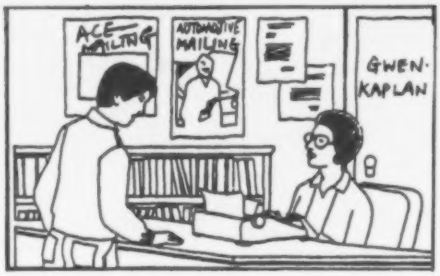
Customer: Sierra Club.

Minerva: Please wait here. **I'll be right with you.**
(to George) George, Susan Miller of Sierra Club is here to see you.

George: Thanks, Minerva.

SCRAMBLED SENTENCES

Words in these sentences are in the wrong order. Write them in the right order.


ACE MAILING
AUTOMOTIVE MAILING
GWEN·KAPLAN

1. Tony I for looking am .

   I am looking for Tony.

2. expecting he you Is ?

3. name What your is ?

4. with I Pacific Bell am .

5. help I Can you ?

6. company are What you with ?

7. morning called I this .

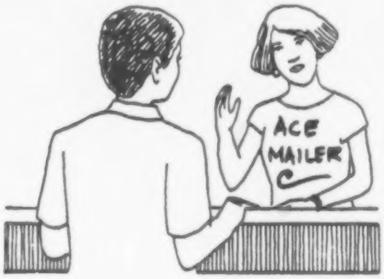
8. name Juan Garcia My is .

9. Juan Garcia here is you to see .

10. A Just minute .

Now, put your sentences in the right order to make a dialogue. Then find a partner and practice the dialogue.

A: Can I help you?



MORE DIALOGUES

Dialogue 1: May I help you?

Oscar: **May I help you?**

Customer: Yes. Is Tony in?

Oscar: I'm not sure. Let me check.
I'll be right with you.

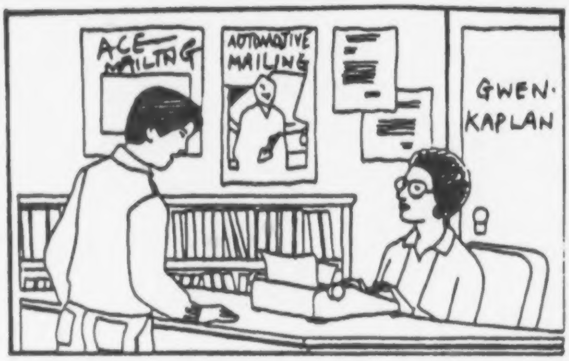
Dialogue 2: Could you wait a minute?

Minerva: Can I help you?

Customer: Yes. Where's Tony?

Minerva: He's on the phone right now.
Could you wait a minute?

Customer: Sure.



Dialogue 3: Is there something I can do for you?

Customer: Excuse me. Is Tony in?

Miriam: No, he's not. **Is there something I can do for you?**

Customer: Yes. I need to meet with Tony.

Miriam: Just a moment. Let me check.....
He's with another customer right now. Can you wait?

Customer: No, I can't. I'm in a hurry.
Could I leave this job order with you?

Miriam: Sure. I'll give it to Tony.

WRITING

Listen and fill in the missing words.

1. __________ I help __________?

2. __________ I __________ you?

3. Is __________ something I can do __________ you?

4. Let me __________ .

5. He'll __________ right __________ you.

6. He's __________ __________ __________ .

7. He's __________ another customer __________ __________ .

8. __________ you __________ a minute, please?

ROLE PLAY

You are A. Find a partner--B and role play the following situations.

Student A - Ace employee	**Student B - customer**
greet customer	ask for Tony
explain Tony is in a meeting	leave job order
ask customer's name	give your name
ask customer's company	give company name
express thanks	say goodbye

UNIT 2: TAKING DOWN CUSTOMER INFORMATION

Vocabulary:

sales representative
Let me get...(a pen).
organization
job order
need to
client

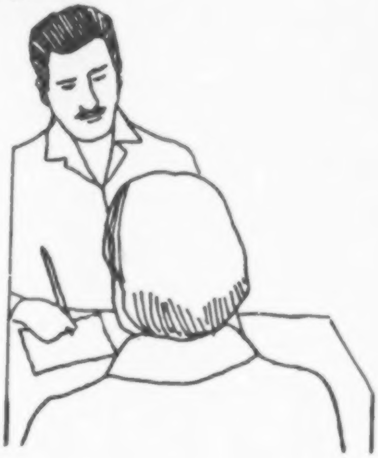
DIALOGUE

Client: Is George in?

Oscar: No, he's not. Can I help you?

Client: Yes. I'm a sales representative for Sierra Club.
I need to leave this job order for George.

Oscar: OK. Let me get a pen and paper.
What's your name please ?



Client: It's John Miller.

Oscar: **Could you spell it?**

Client: J-O-H-N M-I-L-L-E-R.

Oscar: And what's your phone number?

Client: It's area code (510), 790-2853.

Oscar: **Could you repeat that?**

Client: Sure. It's area code (510), 790-2853.

Oscar: Thank you, Mr. Miller.
I'll give it to George as soon as he comes back.

LISTENING

Listen and circle the names and telephone numbers you hear.

A.

1. a) Pete Simon
   b) Pete Diamond
   c) Bete Zion

2. a) Joan Garcia
   b) John Garcia
   c) Jim Garcia

3. a) Gill Betters
   b) Bill Patters
   c) Phil Peters

4. a) (415) 335-6224
   b) (405) 355-6244
   c) (615) 533-4226

5. a) (617) 362-5187
   b) (618) 342-5789
   c) (619) 246-5987

6. a) Ban McMally, (408) 691-7548
   b) Rand McNally, (408) 451-1576
   c) Ted McNelly, (408) 571-4526

7. a) Dale Holden, 678-0796
   b) Di Hudson, 816-0796
   c) Dee Hilton, 876-0194

8. a) Aurora Domingo, (510) 751-4538.
   b) Europa Tominco, (501) 751-3528.
   c) Aron Domenjo, (510) 751-4538.

B.
You will hear people spell out their names. Write out the names below.

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ 6. ______________________

C.
You will hear people giving their telephone numbers. Write them below.

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ 6. ______________________

SPEAKING

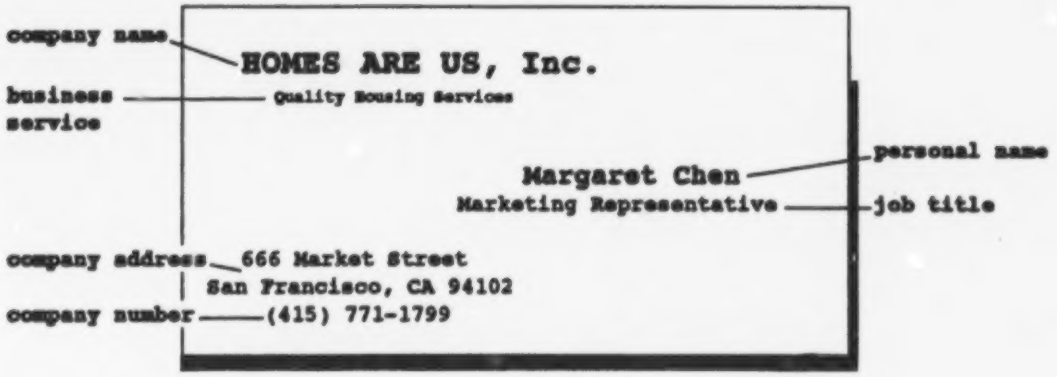
Listen to the dialogue. Then find a partner and practice it.

A: What's your name please?
B: Daisy Miller.
A: Could you spell your first name?
B: D-A-I-S-Y.
A: And your last name?
B: Miller, M-I-L-L-E-R.
A. M-I-L-L-E-R?
B: Yes, that's right.
A: And what's your telephone number?
B: It's area code (619), 823-1390.
A: Could you repeat that?
B: Sure. Area code (619), 823-1390.

Now each student will get a card with a person's name and phone number. The student is that person. Ask each other for his/her name and number, then write the information down below.

NAME	**NUMBER**
1.	
2.	
3.	
4.	

BUSINESS CARDS



HOMES ARE US, Inc.
Quality Housing Services

Margaret Chen
Marketing Representative

666 Market Street
San Francisco, CA 94102
(415) 771-1799

company name
business service
personal name
job title
company address
company number

Look at the business cards below. Circle the items on the cards.

A.

company name

company number

company address

job title

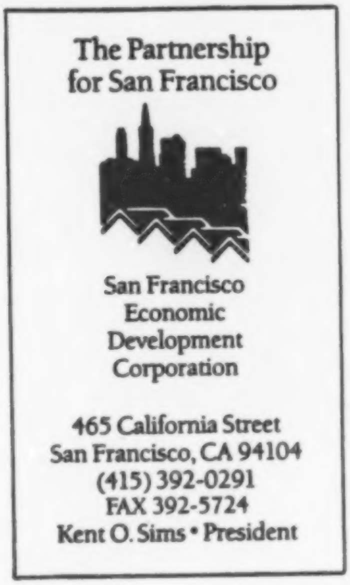
logo

personal name

personal number

personal address

business services



The Partnership
for San Francisco

San Francisco
Economic
Development
Corporation

465 California Street
San Francisco, CA 94104
(415) 392-0291
FAX 392-5724
Kent O. Sims • President

B.

company name

company number

company address

job title

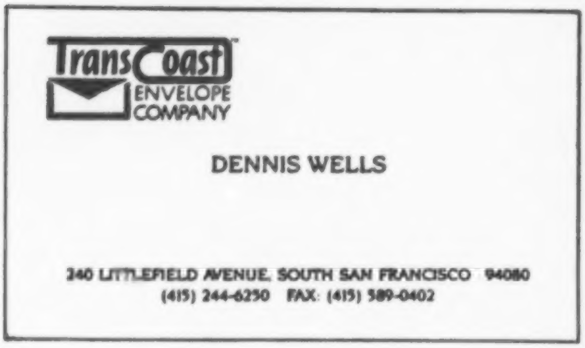
logo

personal name

personal number

personal address

business services



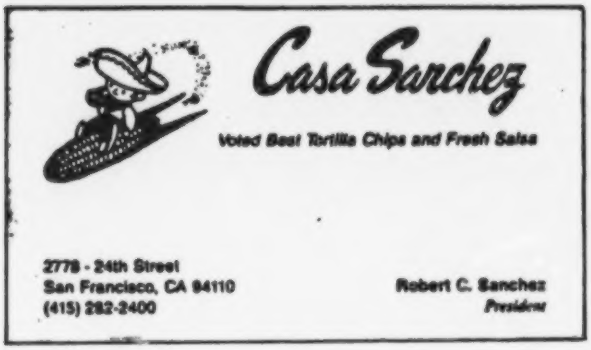
TransCoast
ENVELOPE
COMPANY

DENNIS WELLS

340 LITTLEFIELD AVENUE, SOUTH SAN FRANCISCO 94080
(415) 244-6250 FAX: (415) 589-0402

Read the following business cards and answer the questions below.

A.



Casa Sanchez

Voted Best Tortilla Chips and Fresh Salsa

2778 - 24th Street
San Francisco, CA 94110
(415) 282-2400

Robert C. Sanchez
President

1. What is the cardholder's name?

2. What is his title?

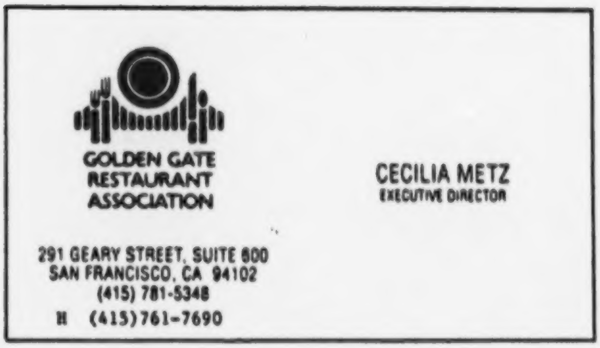
3. What is the company name?

4. What's its number?

5. What's its address?

6. Is there a logo on this business card? Describe it.

B.



GOLDEN GATE
RESTAURANT
ASSOCIATION

CECILIA METZ
EXECUTIVE DIRECTOR

291 GEARY STREET, SUITE 600
SAN FRANCISCO, CA 94102
(415) 781-5348
H (415)761-7690

1. What is the cardholder's name?

____

2. What is the title?

____

3. What is her work number?

____

4. What is her home number?

____

5. What is the name of the organization?

____

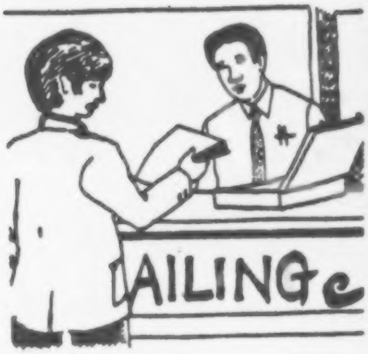
6. What is its address?

____

7. Is there a logo on the business card? Describe it.

____

DIALOGUE



Oscar: Excuse me, may I help you?

Client: Yes. I'm looking for Tony.

Oscar: He is not in right now.
Is there something I can do for you?

Client: Yes. Could you give this sample to him?

Oscar: OK. Do you have a business card?

Client: Yes. Here it is.

Oscar: Thank you. I'll give it to him as soon as possible.

LISTENING

Listen to the tape and circle what you hear.

1. a. Excuse me, may I help you?
   b. Excuse me, can I help you?

2. a. Hi, I'm looking for George.
   b. Hi, I'm looking for Tony.

3. a. Is there something I can do for you?
   b. What can I do for you?

4. a. Could you give this job order to Tony?
   b. Could you give this sample to Tony?

5. a. Do you have an expensive car?
   b. Do you have a business card?

6. a. I'll give it to him as soon as possible.
   b. I'll give it to him as soon as he comes back.

SCRAMBLED SENTENCES

A.
Words in these sentences are in the wrong order. Put them in the right order.

1. looking George I'm for .

2. job sample George you give this could to ?

3. office out now he's of right the .

4. you may I help ?

5. business have you do a card ?

6. possible soon give as I'll to as him it .

7. it is Here.

Now, put your sentences in the right order to make a dialogue. Then find a partner and practice the dialogue.

A: ______________________________________

____

____

____

____

____

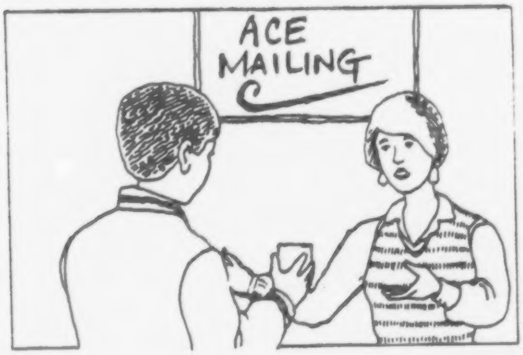
____

MATCHING

Match the questions on the left with appropriate responses on the right. (There is more than one possible response for each question.)

1. ___ Hello, may I help you?
2. ___ Is there something I can do for you?
3. ___ Do you have a business card?
4. ___ Is he expecting you?
5. ___ Could you wait a minute?

a. Yes, I do. Here it is.
b. Sure. I'll wait a while.
c. Yes. I need to leave this job order for Tony.
d. Yes, I'm looking for Tony.
e. Yes, he is. We have a meeting at 1:00.



LISTENING

Listen to the tape and circle the sentence that best completes the conversation.

1. a) Let me check.
   b) I don't know.
   c) Who are you?

2. a) I'm sorry.
   b) I don't know.
   c) Is there something I can do for you?

3. a) I'm sorry, Tony is not in right now.
   b) OK. Do you have a business card?
   c) Please come back later.

4. a) I'm sorry, I don't know your name.
   b) I'm sorry, I can't spell your name.
   c) Could you spell your name?

5. a) Could you repeat that?
   b) May I repeat that?
   c) Could you spell that?

6. a) I'm sorry. Can you wait?
   b) OK. I'll give it to him as soon as he comes back.
   c) OK. You can give it to him as soon as he comes back.

ROLE PLAY

You are A. Find a partner--B, and role play the situations.

PERSON A - Ace employee	**PERSON B - customer**
1. Tony is on the phone now. Greet the customer. Then, ask the customer to wait for Tony.	1. You are with Sierra Club. You have a job sample for Tony.
2. Tony is out to lunch. Greet and help the customer.	2. You have a job order for Ace. Look for Tony. If he is not in, leave the job order with another employee.

UNIT 3: GEORGE IS NOT IN RIGHT NOW

Vocabulary and Useful Expressions:

- just stepped out
- in a meeting
- in/not in
- with a customer
- out to lunch
- out of the office
- away from his desk
- take a coffee break

GETTING READY

1. What do you say to a customer when your supervisor or manager is not in? Write it down.

In Person	On the Phone

2. Compare your list with your classmates'. Decide which responses are good and which are not.

3. What do you say to a customer when your supervisor or manager is not available? Write it down.

____

____

____

____

4. Compare your list with your classmates'. Decide which responses are good and which are not.

LISTENING

A. Listen to the response in each dialogue and check "GOOD" or "BAD."

	GOOD	BAD
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

B. Listen to the dialogues and circle the responses you hear.

1. a) in a meeting b) out of the office c) just stepped out

2. a) not in b) out to lunch c) with a customer

3. a) on the phone b) not in right now c) away from home

4. a) out to lunch b) just stepped out c) with a customer

5. a) in a meeting b) out to lunch c) just stepped out

ROLE PLAY

You are "Person A." Find a partner--"Person B" and role play the following situations.

PERSON A	PERSON B
1. Tony is not in the office. You don't know where he is. Greet the customer and take down his/her name and number.	1. You are with Jade Printing. You're looking for Tony.
2. Tony is talking with a customer. Another customer is looking for him. Greet the customer and ask him/her to wait for Tony.	2. You work for Sony and you need to talk with Tony now. You don't have time to wait for him.

WRITING

Choose the sentences that fit in the two categories below.

May I help you?
He just stepped out.
He's with another customer.
What can I do for you?
He's in a meeting.
He's out of the office.
Can I help you?
He's out to lunch.
He's on the phone.
Is there something I can do for you?

Greeting a customer

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Explaining why your manager is unavailable

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

UNIT 4: ANSWERING THE TELEPHONE

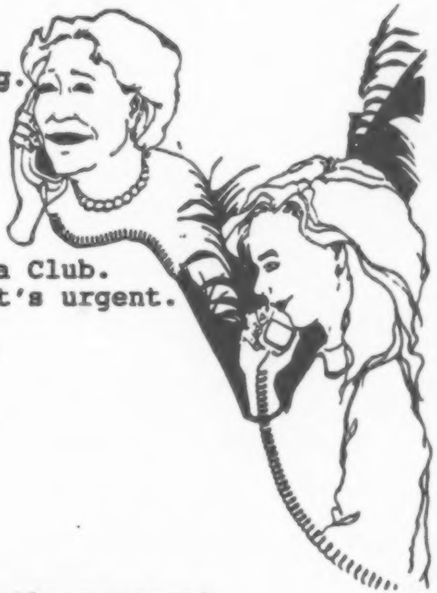
Vocabulary and Useful Expression:

Juana speaking.
urgent
I have no idea...

Can I take a message?
Would you like to leave a message?
I'll give him the message.

DIALOGUE

Listen and practice the dialogue. Then answer the following questions.



Juana: This is Tony's desk. **Juana speaking.**

Client: Hello, may I speak to Tony, please?

Juana: He is in a meeting right now.
Can I take a message?

Client: Yes. This is Mary Smith with Sierra Club.
Please tell him to call me back. It's urgent.

Juana: OK. What is your telephone number?

Client: It's 578-7324.

Juana: **I'll give him the message.**

Client: Thank you. Bye.

1. Who answered the phone?
   a. Mary
   b. Tony
   c. Juana
2. Who is the caller?
   a. Sierra club
   b. Mary Smith
   c. Juana
3. What's the message?
   a. Call Mary back.
   b. Meet Mary tomorrow.
   c. Mary will call later.
4. Where's Tony?
   a. In Sierra Club.
   b. On the phone.
   c. In a meeting.

SCRAMBLED SENTENCES

Rearrange words in these sentences in the right order.

1. Tony speak may to I ?

2. meeting Tony right in a is now .

3. message I take a Can ?

4. Is your what number telephone ?

5. Tony message give I'll the .

ROLE PLAY

Find a partner, follow the instruction and role play the situation.

PERSON A	**PERSON B**
Answer the phone on Tony's desk.	Ask for Tony.
Explain that Tony just stepped out Take a message.	Leave your name and telephone number.
Confirm the name and phone number.	Tell Tony to call you back.
Tell him/her you'll give Tony the message.	

LISTENING

Listen to the dialogues and circle the correct sentences. Then, write the names and telephone numbers you hear.

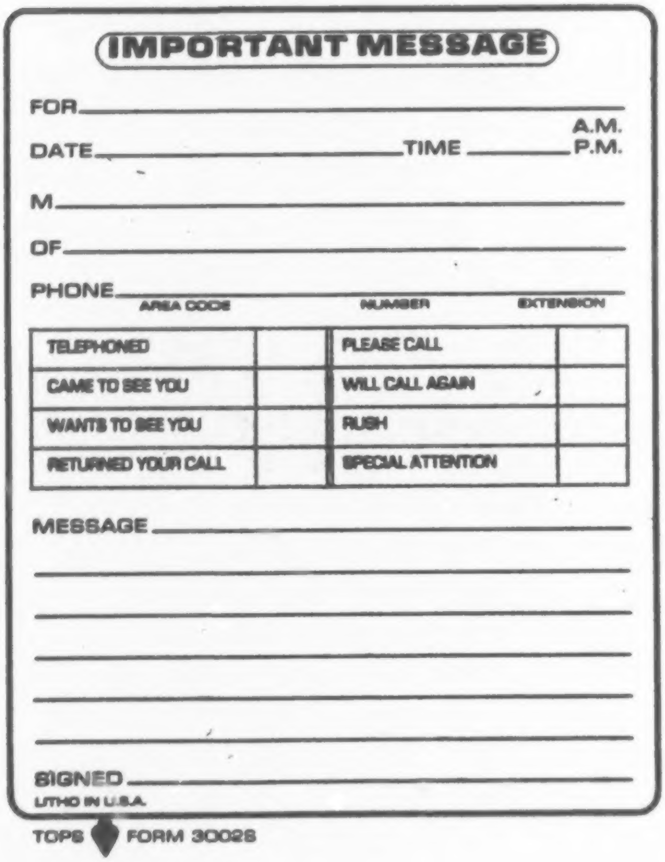
Response	Name and Phone Number
1. a. He's away from his desk. b. He's out of the office. c. He's in a meeting.	
2. a. She's with a customer. b. She's sick today. c. She's just stepped out.	
3. a. She's in a meeting. b. She's not here. c. She's away from her desk.	
4. a. He's at lunch. b. He's away from his desk. c. He's not here.	
5. a. He's busy right now. b. He's in a meeting. c. He's with a customer.	
6. a. She's out of the office. b. She's with a customer. c. She's busy at the moment.	

UNIT 5: TAKING PHONE MESSAGES

GETTING READY

1. What kind of telephone messages do people usually get at work? Write them down.

2. Have you used a message pad? Circle the words that you don't understand.



IMPORTANT MESSAGE

FOR

DATE TIME A.M. P.M.

M

OF

PHONE AREA CODE NUMBER EXTENSION

TELEPHONED		PLEASE CALL	
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	

MESSAGE

SIGNED

LITHO IN U.S.A.

TOPS FORM 3002S

LISTENING

Listen to the telephone conversations. Circle the messages.

1. a. Class is canceled today.
   b. The meeting is canceled.

2. a. Call Mary Smith back at 567-7634.
   b. Meet Mary Smith at City Hall.

3. a. Oscar is sick today. He can't come to work.
   b. Juana has an emergency. She can't come to work.

4. a. Joe Kennedy returned your call.
   b. Call Joe Kennedy back ASAP.

5. a. Carmen will come in late.
   She has an emergency at home.
   b. Minerva will come in late. The bus is late.

6. a. Mr. Jones wants to meet you.
   b. Mr. Jones will call back later.

WRITING

Listen to the dialogues and take down the messages.

will call back later

call her back

Class is canceled

returned your call

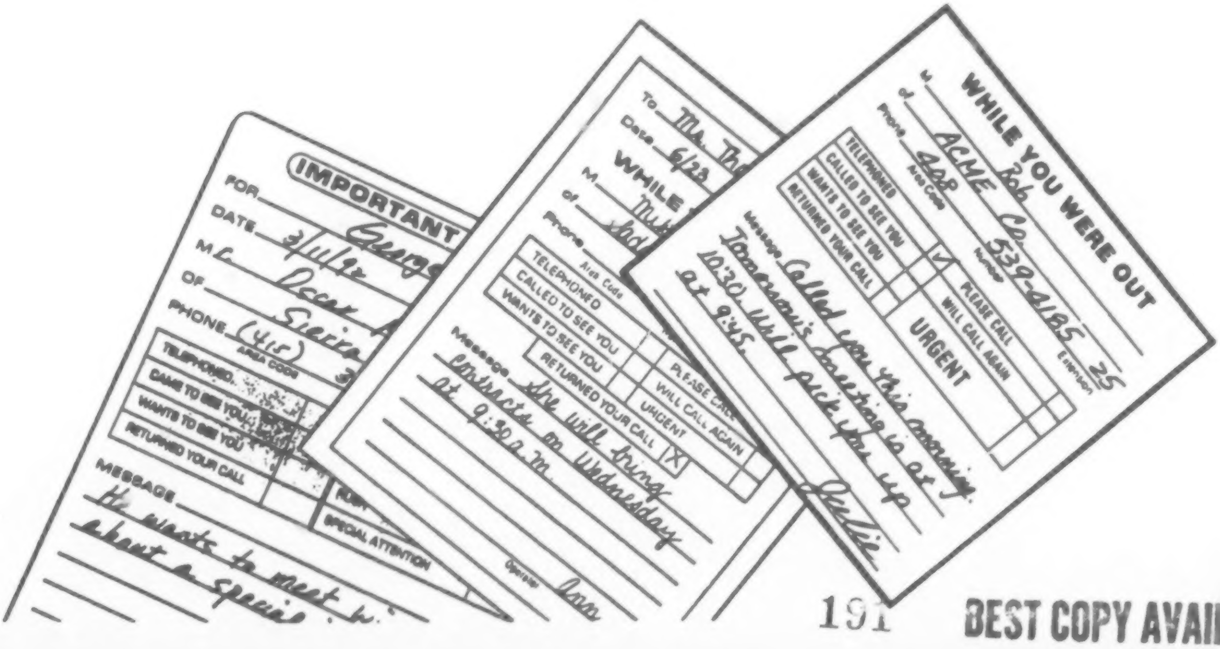
set up a meeting

meeting is canceled

is sick. He can't come to work today.

will come in late today.

1. Chris called. ____________________
2. Jones wants to ____________________
3. Susan Smith called. Please ____________________
4. Oscar ____________________
5. Henry Metz ____________________
6. James Olsen called. The ____________________
7. Olga ____________________
8. George Wallace ____________________

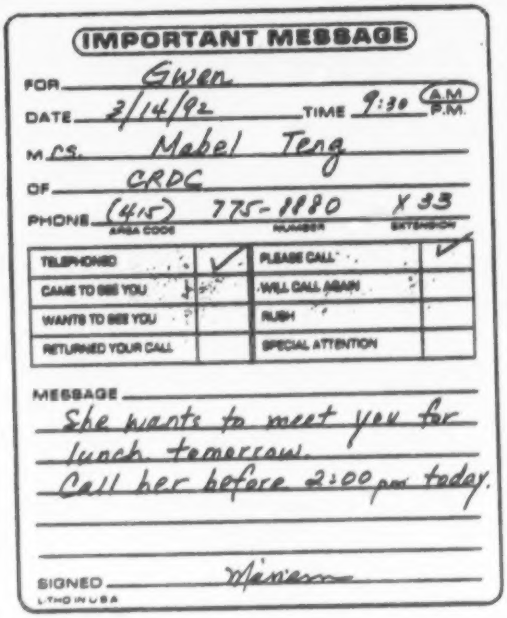

IMPORTANT
FOR George
DATE 3/11/92
M Oscar
OF Sierra
PHONE (415)
AREA CODE
TELEPHONED
CAME TO SEE YOU
WANTS TO SEE YOU
RETURNED YOUR CALL
SPECIAL ATTENTION
MESSAGE He wants to meet about a special
To Ms. Th
Date 6/23
WHILE
M
of
Phone
Area Code
TELEPHONED
CALLED TO SEE YOU
WANTS TO SEE YOU
RETURNED YOUR CALL
PLEASE CALL
WILL CALL AGAIN
URGENT
☒
Message She will bring contracts on Wednesday at 9:30 a.m.
Operator Ann
WHILE YOU WERE OUT
M Bob
of ACME Co.
Phone 408 539-2185 25
Area Code
Number
Extension
TELEPHONED
CALLED TO SEE YOU
WANTS TO SEE YOU
RETURNED YOUR CALL
PLEASE CALL
WILL CALL AGAIN
URGENT
☑
Message Called you this morning. Tomorrow's meeting is at 10:30. Will pick you up at 9:45.
Leslie

BEST COPY AVAILABLE

READING

Read the two messages below. Then answer the questions for each message.

A.



IMPORTANT MESSAGE

FOR Gwen
DATE 2/14/92 TIME 9:30 [✓ A.M.] P.M.
M rs. Mabel Teng
OF CRDC
PHONE (415) 775-8880 X 33
AREA CODE NUMBER EXTENSION

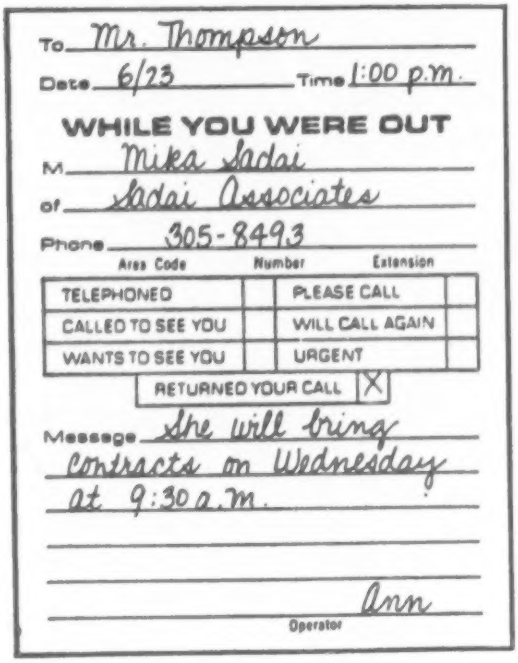
TELEPHONED	☑	PLEASE CALL	☑
CAME TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐
RETURNED YOUR CALL	☐	SPECIAL ATTENTION	☐

MESSAGE
She wants to meet you for
lunch tomorrow.
Call her before 2:00 pm today.

SIGNED Marian
LITHO IN U.S.A.

1. Who is the message for?
2. Who is the caller?
3. What company is he with?
4. What's his phone number?
5. Who took the message?
6. What's the message?

B.



To Mr. Thompson
Date 6/23 Time 1:00 p.m.

WHILE YOU WERE OUT

M Mika Sadai
of Sadai Associates
Phone 305-8493
Area Code Number Extension

TELEPHONED	☐	PLEASE CALL	☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	URGENT	☐

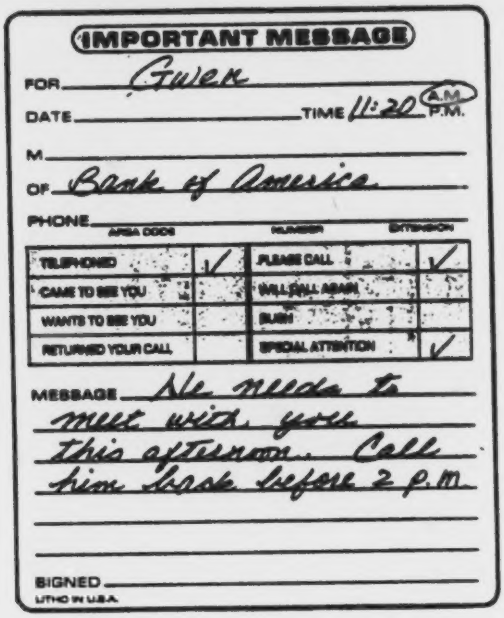
RETURNED YOUR CALL ☒

Message She will bring
Contracts on Wednesday
at 9:30 a.m.

Ann
Operator

SPEAKING

1. Student A--Look at the message pad below. You have some missing information. Ask Student B for the information and write it down.



IMPORTANT MESSAGE

FOR Gwen

DATE ______ TIME 11:20 [✓ A.M.] P.M.

M ______

OF Bank of America

PHONE ______ AREA CODE ______ NUMBER ______ EXTENSION

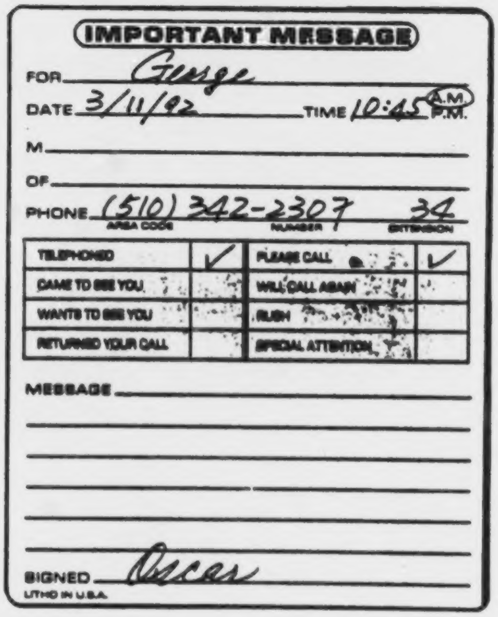
TELEPHONED	✓	PLEASE CALL	✓
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	✓

MESSAGE He needs to meet with you this afternoon. Call him back before 2 p.m

SIGNED ______

LITHO IN U.S.A.

2. Student A--Ask Student B about the missing information.



IMPORTANT MESSAGE

FOR George

DATE 3/11/92 TIME 10:45 [✓ A.M.] P.M.

M ______

OF ______

PHONE (510) 342-2307 34
AREA CODE NUMBER EXTENSION

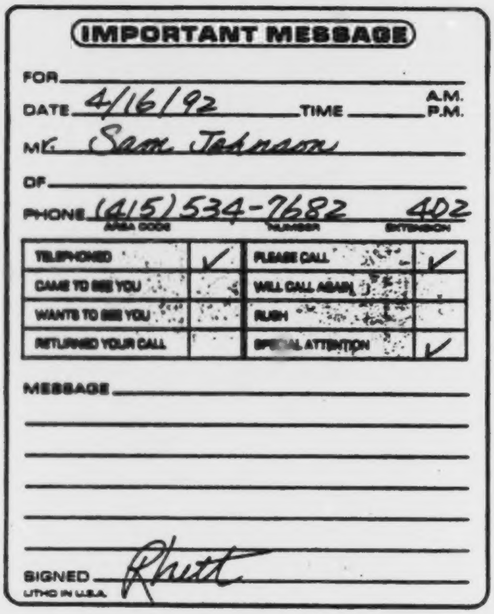
TELEPHONED	✓	PLEASE CALL	✓
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	

MESSAGE ______

SIGNED Oscar

LITHO IN U.S.A.

1. Student B--Look at the message pad below. You have some missing information. Ask Student A for the information.



IMPORTANT MESSAGE

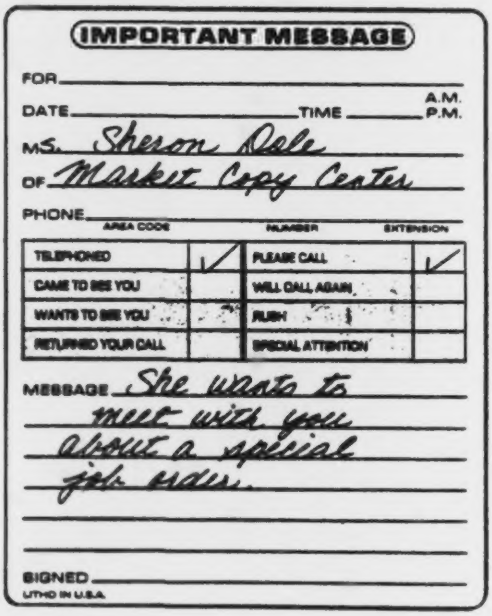
FOR
DATE 4/16/92 TIME A.M. P.M.
Mr. Sam Johnson
OF
PHONE (415) 534-7682 402
AREA CODE NUMBER EXTENSION

TELEPHONED	✓	PLEASE CALL	✓
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	✓

MESSAGE

SIGNED Rhett
LITHO IN U.S.A.

2. Student B--Ask Student A about the missing information.



IMPORTANT MESSAGE

FOR
DATE TIME A.M. P.M.
Ms. Sharon Dale
OF Market Copy Center
PHONE
AREA CODE NUMBER EXTENSION

TELEPHONED	✓	PLEASE CALL	✓
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	

MESSAGE She wants to meet with you about a special job order.

SIGNED
LITHO IN U.S.A.

ROLE PLAY

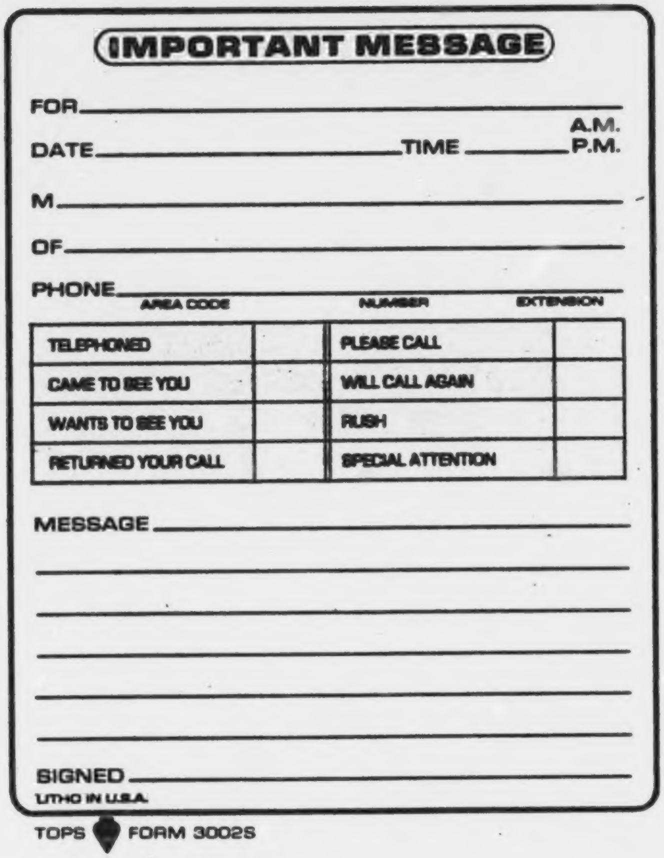
Find a partner. Follow the instruction and role play the situations. Look only at your part.

STUDENT A	STUDENT B
1. Tony is not in the office right now. Answer the phone and take a message for him.	1. Call Tony and tell him you are going to be 40 minutes late for work.
2. Tony is with a customer right now. Answer the phone and take a message.	2. Call Tony. Tell him you are sick and you can't come to work today.
3. Tony is not in. Answer the phone and take a message for him.	3. You work for Dole. Call Tony and tell him you want to meet with him on Friday.
4. Tony is out to lunch. Answer the phone and take a message.	4. You are with Wells Fargo Bank. Call Tony and tell him you will drop a job sample at his office tomorrow afternoon.
5. Tony is in a meeting. Answer the phone for him and take a message.	5. You're a sales representative with Quick Copy. You are returning Tony's call.
6. Tony is busy right now. Answer the phone and take a message.	6. You work for the Post Office on 3rd Street. Call Tony and ask him to call you back.
7. Chris just stepped out. Answer the phone on her desk and take a message for her.	7. Call Chris and tell her you can't come to class today.

LISTENING

Listen to the telephone conversations and take down the messages.

1.



IMPORTANT MESSAGE

FOR ________________________

DATE ______________ TIME ______ A.M. P.M.

M ________________________

OF ________________________

PHONE ________________________
AREA CODE NUMBER EXTENSION

TELEPHONED		PLEASE CALL	
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	

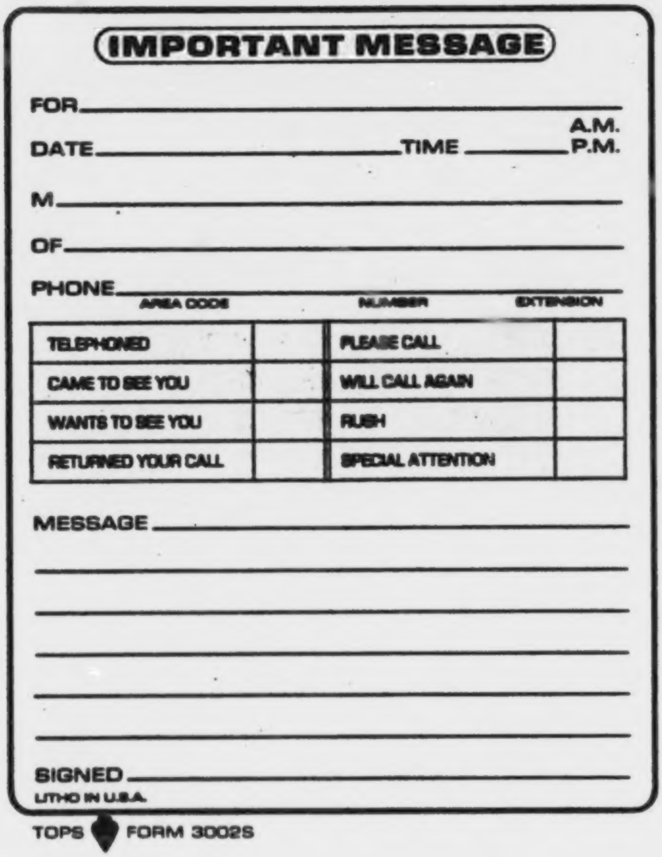
MESSAGE ________________________

SIGNED ________________________

LITHO IN U.S.A.

TOPS FORM 3002S

2.



IMPORTANT MESSAGE

FOR

DATE TIME A.M. P.M.

M

OF

PHONE
AREA CODE NUMBER EXTENSION

TELEPHONED		PLEASE CALL	
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	

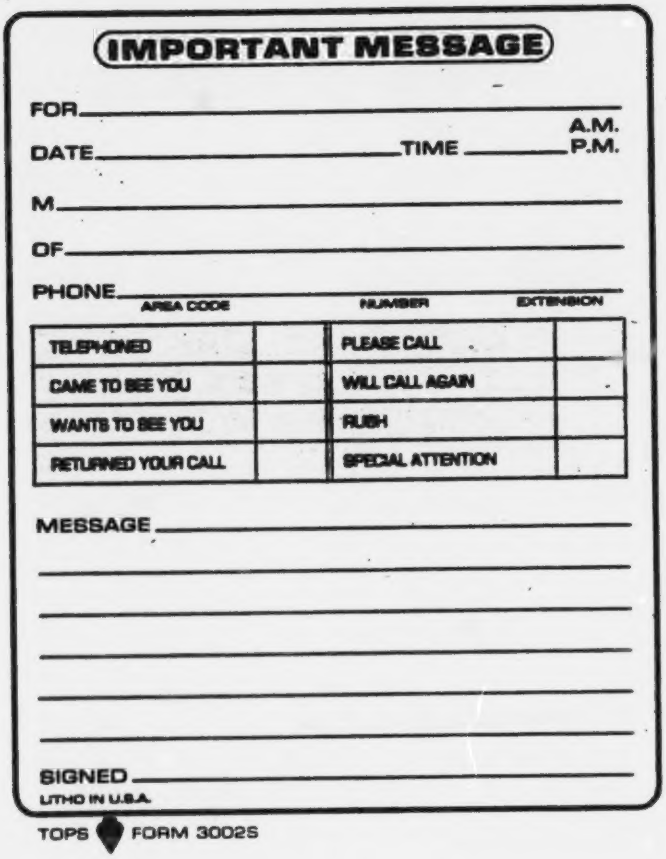
MESSAGE

SIGNED

LITHO IN U.S.A.

TOPS FORM 3002S

3.



IMPORTANT MESSAGE

FOR

DATE TIME A.M. P.M.

M

OF

PHONE AREA CODE NUMBER EXTENSION

TELEPHONED		PLEASE CALL	
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	

MESSAGE

SIGNED

LITHO IN U.S.A.

TOPS FORM 3002S

UNIT 1

SCRAMBLED SENTENCES -- p.3

1. I am looking for Tony.
2. Is he expecting you?
3. What is your name?
4. I am with Pacific Bell.
5. Can I help you?
6. What company are you with?
7. I called this morning.
8. My name is Juan Garcia.
9. Juan Garcia is here to see you.
10. Just a minute.

p.4

A: Can I help you?
B: I am looking for Tony.
A: Is he expecting you?
B: I called this morning.
A: What is your name?
B: My name is Juan Garcia.
A: What company are you with?
B: I am with Pacific Bell.
A: Just a minute.
(to Tony) Juan Garcia is here to see you.

WRITING -- P.6

1. Can I help you?

2. May I help you?

3. Is there something I can do for you?

4. Let me see?

5. He'll be right with you.

6. He's in a meeting.

7. He's with another customer right now.

8. Can you wait a minute, please?

UNIT 2

LISTENING -- P.8

A.

1. A: What's your name, please?
   B: It's Pete Simon. P-E-T-E S-I-M-O-N.
   A: Thank you.

2. A: What's your name, please?
   B: Joan Garcia.
   A: Could you spell it?
   B: J-O-A-N G-A-R-C-I-A.
   A: Thank you, Ms. Garcia.

3. A: May I have your name please?
   B: Yes, it's Phil Peters, P-E-T-E-R-S.
   A: Could you spell your first name?
   B: Sure. It's P-H-I-L.

4. A: And what's your phone number?
   B: It's area code 415, 225-6224.
   A: Could you repeat that?
   B: 335-6224.
   A: Thank you.
5. A: My number is area code 618, 342-5789.
   B: Area code 618, 3-4-2...5-7-8-9.
   A: That's right.
   B: Thank you.

6. A: Is George there?
   B: No, he's not. Can I help you?
   A: Yes. I'm from MCI. I need to leave this job order for George.
   B: OK. What's your name please?
   A: It's Ted McNelly.
   B: Could you spell it?
   A: Ted, T-E-D. McNelley, M-small C-big N-E-L-L-Y.
   B: And what's your phone number?
   A: It's area code 408, 571-4526.
   B: Area code 408, 517-4526.
   A: Right.
   B: Thank you, Mr. McNelly. I'll give it to George as soon as he comes back.
   A: Thanks. Bye.

7. A: May I have your name please?
   B: My name is Dee Hilton, D-E-E H-I-L-T-O-N.
   A: Thank you, Ms. Hilton.

8. A: May I have your name?
B: My name is Aurora Domingo.
A: Could you spell that?
B: It's A-U-R-O-R-A D-O-M-I-N-G-O.
A: Thank you. And your phone number?
B: It's area code 510, 751-4538.
A: Thank you.

B.

1. A: My last name's Westveer. That's W-E-S-T-V-E-E-R.
B: Thanks. And your first name?
A: Drew. D-R-E-W.

2. A: What's your first name, please?
B: Angela.
A: Is that A-N-G-E-L-A?
B: That's correct. And my last name is Lin. L-I-N.

3. A: My last name's Yau. Y-A-U.
B: And your first name please, Mr. Yau?
A: It's Ming. M-I-N-G.
B: Thank you.

4. A: Could I have your first name, please?
B: It's Thomas.
A: T-H-O-M-A-S.
B: That's right. And my last name is De Carlo.
A: D-E-C-A-R-L-O.

5. A: How do you spell your last name, please?
B: Riley. R-I-L-E-Y.
A: R-I-L-E-Y.
B: And my first name is Leila. L-E-I-L-A.
A: L-E-I-L-A. Thank you, Ms. Riley.

6. A: What's your name?
B: Yamaguchi. Y-A-M-A-G-U-C-H-I.
A: And your first name?
B: Christine.
A: C-H-R-I-S-T-I-N-E?
B: That's right.

C.

1. My number is 362-5500. 362-5500.
2. Let me give you my number. It's 775-1748. 775-1748.
3. Here's my number. 337-2567. 337-2567.
4. Our number's area code 203, 482-2948. Area code 203, 482-2948.
5. My office number is area code 415, 885-0460. 885-0460.
6. Do you want my number? It's area code 408, 529-1732. 529-1732.

LISTENING -- p.13

1. A: Excuse me, **may I help you?**
   B: Yes. I need to talk to Tony.
   A: He's over there.
   B: Thanks.

2. A: Good morning. Can I help you?
   B: Hi, **I'm looking for Tony.**
   A: OK. Just a moment.

3. A: May I help you?
   B: I need to talk with Tony.
   A: He's not in right now. **Is there something I can do for you?**
   B: Well, that's OK. I'll come back later.

4. A: Hi, can I help you?
   B: Uh, yes. I'm looking for Tony.
   A: He is in a meeting right now. May I help you?
   B: **Could you give this sample to Tony?**
   A: Sure. And what's your name?
   B: Denise Garcia. This is my card.
   A: Thank you. I'll give it to Tony as soon as possible.
   B: Thank you very much. Have a nice day.

5. A: Excuse me, may I help you?
   B: Yes. Would you give this job order to George?
   A: Sure. **Do you have a business card?**
   B: Yes. Here you are.
   A: Thank you. I'll give it to George as soon as possible.

6. A: Excuse me, may I help you?
   B: Could you give this sample to Tony?
   A: Sure. What's your name...or do you have a business card?
   B: Here's my business card.
   A: Thank you. **I'll give it to Tony as soon as possible.**

SCRAMBLED SENTENCES -- p.14

1. I'm looking for George.
2. Could you give this job sample to George?
3. He's out of the office right now.
4. May I help you?
5. Do you have a business card?
6. I'll give it to him as soon as possible.
7. Here it is.

A: May I help you?
B: I'm looking for George.
A: He's out of the office right now.
B: Could you give this job sample to George?
A: Do you have a business card?
B: Here it is.
A: I'll give it to him as soon as possible.

MATCHING -- p.15

1. c or d
2. c or d
3. a
4. e
5. b

LISTENING -- p.16

1. A: Excuse me. Can I help you?
   B: Yes. I'm looking for Oscar. Is he in?
   A: **Let me check.**

2. A: Excuse me, where is Tony's office?
   B: Over there, but he is out to lunch.
   A: Oh...
   B: **Is there something I can do for you?**

3. A: Can I help you?
   B: Yes. I need to drop off this job order with Tony.
   A: OK. **Do you have a business card?**
4. A: May I have your name please?
   B: My name is Vic Peterson with Bank of California.
   A: **Could you spell your name?**

5. A: And what is your telephone number, Mr. Peterson?
   B: It's area code 510, 627-6793.
   A: **Could you repeat that?**

6. A: Excuse me, may I help you?
   B: Oh, I'm looking for Tony.
   A: He's not in right now. Can I help you?
   B: Yes. My name is Bob Newman. I'm a sales representative with Jade Printing. This is my card. Can you give this job sample to Tony?
   A: **OK. I'll give it to him as soon as he comes back.**

UNIT 3

LISTENING -- P.18

A.

	GOOD	**BAD**
1.	✓	
2.	✓	
3.		✓
4.	✓	
5.		✓
6.		✓
7.	✓	
8.		✓
9.		✓
10.	✓	

1. A: Excuse me. Is Tony in?
B: No, he's not. Is there something I can do for you?
A: That's OK. Thanks.

2. B: Can I help you?
A: Yes. Where's Tony?
B: He's on the phone right now. Could you wait a while?
A: Sure.

3. A: Excuse me. Is George in?
B: I don't know.
A: Do you know where he is?
B: I don't know...

4. B: May I help you?
A: Yes. Is Tony in?
B: I'm not sure, but let me check.

5. A: Excuse me. Is Tony in?
B: No, he's not in.
A: When will he be back?
B: 2 o'clock. Please come back at 2 o'clock.

6. A: Excuse me. Is this Tony's office?
B: Yes.
A: Is he in?
B: Yes.
A: Can I talk to him?
B: Yes.
A: Where is he?
B: Over there.

7. A: Can I help you?
B: Yes, please. Could you give this envelope to Tony?
A: Sure. Do you have a business card?
B: Yes...here it is.
A: Thank you. I'll give it to him as soon as he comes possible.

8. A: Excuse me, I need to talk to Tony.
B: He's in the bathroom right now. Please wait.

9. A: Excuse me, where is Tony?
B: He went out.
A: Where did he go?
B: He went to deposit his check.

10. A: Excuse me, I'm looking for Tony.
B: Tony? Let me check...
He is in a meeting right now. Can I help you?
A: No, that's OK. I'll come back later.
B: OK.

B.

1. A: Excuse me, I'm looking for Tony.
B: Tony? Let me check...
He is **in a meeting** right now. Can I help you?
A: No, that's OK. I'll come back later.
B: OK.

2. A: Excuse me, can I help you?
B: Yes. I'm looking for Tony.
A: He is **on the phone** right now. Would you like to wait?
B: Sure.
A: Have a seat.

3. A: Excuse me, where is Tony's office?
B: He is **with a customer** right now. Can I help you or would you like to wait?
A: I'll wait.
B: OK. Have a seat.

4. A: Where is Tony?
B: He **just stepped out**.
A: When will he be back?
B: I'm not sure. Is there something I can do for you?
A: Yes. Could you give this docket to Tony?
B: Sure, no problem.
A: Thank you.

5. A: Excuse me, may I help you?
B: Yes, you may. Where's Tony's office?
A: Over there, but he is **on the phone** right now. He'll be right with you.
B: Thanks.

UNIT 4

SCRAMBLED SENTENCES -- p.21

1. May I speak to Tony?
2. Tony is in a meeting right now.
3. Can I take a message?
4. What is your telephone number?
5. I'll give Tony the message.

LISTENING -- P.22

1. A: Excuse me, I'm looking for Tony.
B: Tony? Let me check...
He is **in a meeting** right now. Can I help you?
A: Yes. Could you give this sample to him?
B: Sure. What's your name, please?
A: **Bill Robinson.**
B: Could you spell it?
A: B-I-L-L R-O-B-I-N-S-O-N.
B: What's your phone number?
A: It's **area code 510, 937-5820.**
B: Thank you, Mr. Robinson. I'll give it to Tony as soon as possible.

2. A: Excuse me. Where can I find Ms. Gwen Kaplan?
B: Let me check...
She didn't come in. **She's sick today.** Can I help you?
A: Could you give this package to her?
B: Sure. May I have your name please?
A: **Jackie Adams**, A-D-A-M-S.
B: A-D-A-M-S?
A: Correct.
B: And what's your phone number?
A: **861-2579.**
B: Could you repeat that?
A: It's 861-2579.
B: Thank you.
A: Tell her to give me a call.
B: OK. I'll give the package and the message to her as soon as possible.

3. (ring...ring)
A: Hello, this is Tony's desk. Chris speaking.
B: May I speak to Olga?
A: I'm sorry, **she's not here** right now. Can I help you?
B: Yes, could you tell her to call **Miguel at 556-7904**?
A: OK...call Miguel at... ...could you repeat your number?
B: Sure. It's 556-7904.
A: Thank you. I'll give her the message as soon as she comes back.
B: Thank you very much. Bye.

4. (ring...ring)
A: Hello, this is Mike Handerson's desk. Angela speaking.
B: Good morning, this is **Jim Dalton**. May I speak to Mr. Handerson?
A: I'm sorry, **he's away from his desk** right now. May I help you?
B: Yes, could you tell him to call me back at **area code 408, 770-4538?**
A: Area code 408, 770-4538?
B: Right.
A: What's your name again?
B: Jim Dalton, D-A-L-T-O-N.
A: Thank you, Mr. Dalton. I'll give him the message as soon as possible.

5. (ring...ring)
A: Hello, this is Tony's desk. Oscar speaking.
B: Hello, can I speak to Tony?
A: I'm sorry, **he's with a customer** right now. Would you like to leave a message?
B: No, thanks. I'll call back later.
A: OK. Bye.

6. (ring...ring)
A: Hello, this is Mabel's office, Chris speaking.
B: Can I talk to Mabel?
A: **She's busy at the moment**. Would you like to leave a message?
B: Yes. Please tell her to call **Ted Simpson**.
A: Could you spell it?
B: T-E-D S-I-M-P-S-O-N.
A: And what's your phone number?
B: It's **area code 510, 790-247**.
A: Thank you, Mr. Simpson. I'll give her the message as soon as possible.

UNIT 5

LISTENING -- p.24

1. A: This is Tony's desk, Oscar speaking.
   B: Hi, Oscar, this is Chris. Can I speak to Tony?
   A: He is in a meeting right now.
   B: I see. Could you tell him and other students that **there's no class today?**
   A: OK.
   B: Thanks, Oscar. See you tomorrow.

2. A: This is Tony's desk, Miriam speaking.
   B: Hello, may I speak to Tony?
   A: I'm sorry, he just stepped out. Would you like to leave a message?
   B: Yes, **please tell him to call Mary Smith at 567-7634.**
   A: All right...call Mary Smith at 567-7634.
   B: Thank you. Bye.

3. A: This is Tony's desk.
   B: Hello, this is Oscar. May I speak to Tony?
   A: He is not in the office right now. Would you like to leave a message?
   B: Yes. **Please tell him I'm sick. I can't come to work today.**
   A: OK, Oscar. I'll give him the message.

4. A: Good morning. Ace Mailing.
   B: Good morning. This Joe Kennedy at Bank of America. May I speak to Tony?
   A: I'm sorry, he is on the phone right now. Would you like to leave a message?
   B: Yes. **Please tell him to call me back ASAP.** My number is 775-4537.
   A: OK. I'll give him the message as soon as possible.

5. A: Good morning. Ace Mailing.
   B: Hello, this is Carmen. May I speak to George?
   A: I'm sorry, George is with a customer. Would you like to leave a message, Carmen?
   B: Yes. **Please tell him I will come in late. I have an emergency at home.**
   A: OK. I'll tell him as soon as possible.

6. A: This is Tony's desk. Terry speaking.
   B: This is Thomas Jones. Is Tony in?
   A: No, he's not in right now. Would you like to leave a message?
   B: Sure. I called him early this morning and **I would like to meet him tomorrow afternoon.** Tell him to call me back at Area code 510, 565-8477.
   A: OK, Mr. Jones. I'll give him the message as soon as possible.

LISTENING -- p.25

1. A: This is Tony's desk, Oscar speaking.
B: Hi, Oscar, this is Chris. Can I speak to Tony?
A: He is in a meeting right now.
B: I see. Could you tell him and other students that **there's no class today?**
A: OK.
B: Thanks, Oscar. See you tomorrow.
A: Bye, Chris.

2. A: This is Tony's desk. Juana speaking.
B: This is Thomas Jones. Is Tony in?
A: No, he's not in right now. Would you like to leave a message?
B: Sure. I called him early this morning and **I would like to set up a meeting with him tomorrow afternoon.** Tell him to call me back at Area code 510, 565-8477.
A: OK, Mr. Jones. I'll give him the message as soon as possible.

3. A: This is Tony's desk, Miriam speaking.
B: Hello, may I speak to Tony?
A: I'm sorry, he just stepped out. Would you like to leave a message?
B: Yes, **please tell him to call Susan Smith at 415, 239-6543.**
A: OK, Ms. Smith. I'll give him the message as soon as possible.

4. A: This is Tony's desk.
B: Hello, this is Oscar. May I speak to Tony?
A: He is not in the office right now. Would you like to leave a message?
B: Yes. **Please tell him I'm sick. I can't come to work today.**
A: OK, Oscar. I'll give him the message.
B: Thank you. Bye.

5. A: Good morning. Ace Mailing.
B: Good morning. This Henry Metz at Wells Fargo Bank. May I speak to Tony?
A: I'm sorry, he is on the phone right now. Would you like to leave a message?
B: No, that's OK. **I'll call back later.**
A: OK, Mr. Metz. Bye.

6. A: Good morning. Ace Mailing.
B: Good morning. This is James Olsen at Bank of America. May I speak to Tony?
A: I'm sorry, he is on the phone right now. Would you like to leave a message?
B: Yes. **Please tell him the meeting is canceled.**
A: OK. I'll give him the message as soon as possible.

7. A: Good morning. Ace Mailing.
B: Hello, this is Olga. May I speak to Tony?
A: I'm sorry, Tony is with a customer. Would you like to leave a message, Olga?
B: Yes. **Please tell him I will come in late.**
A: OK. I'll tell him as soon as possible.
B: Thank you. Bye.

8. A: Hello, this is Tony's desk. Minerva speaking.
B: Hello, this is George Wallace at Marshall Printing. **I'm returning his call.**
A: Excuse me, what's your name again?
B: George Wallace, W-A-L-L-A-C-E.
A: OK, hold on...
("Excuse me, Tony, George Wallace is returning your call.")
Mr. Wallace, he'll be right with you.
A: Thank you.

LISTENING -- p.30

1. Receiver: Accounting Department, this is Jane.
Caller: Hello, is Marge there please?
Receiver: I'm sorry, she's away from her desk. Could I take a message?
Caller: Yes, please have her call Joan at 657-4994.
Receiver: Okay, this is joan at 657-4994.
Caller: That's right.
Receiver: I'll see that she gets the message.
Caller: Thanks. Good-bye.

2. Receiver: Marge Peterson's desk. This is Jane.
Caller: Hello, may I speak to Marge, please?
Receiver: I'm afraid she's not in at the moment. Would you care leave a message?
Caller: Yes, this is Pablo. Could you tell her that I won't be able to make our lunch date tomorrow? I'll be out of town,a nd I'll phone her back next week.
Receiver: Okay, Pablo. Does she have your number?
Caller: She has it, but let me give it to you again. It's 586-3759.
Receiver: Okay, let me see if I got that. This is Pablo at 586-3759. You can't make the lunch date tomorrow, and you'll phone her back when you get back in town next week.
Caller: Yes, that's it. Thanks a lot.
Receiver: You're welcome. I'll see that she gets the message.

3. A: This is Tony's desk. Oscar speaking.
B: Good morning. This is Jane Watson at Bank of America. May I speak to Tony?
A: I'm sorry, he is on the phone right now. Would you like to leave a message?
B: Yes. Please tell him the meeting is canceled.
A: OK. What's your name again?
B: Jane Watson. W-A-T-S-O-N.
A: How do you spell your first name?
B: J-A-N-E.
A: J-A-N-E. Thank you. And what's your phone number?
B: It's area code 510, 791-2738.
A: Okay, Ms. Watson. I'll give him the message as soon as possible.

ACE MAILING

Module 5

Forms Made Easy

Project
EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992

Copyright © 1992 by Career Resources Development Center

655 Geary Street
San Francisco, CA 94102
(415) 775-8880

320 13th Street
Oakland, CA 94612
(415) 268-8886

All rights reserved. Permission is given to social and educational facilities to reproduce this workbook if there is no charge to students.

Printed in U.S.A.

CONTENTS

PAGE

INTRODUCTION i

TEACHING GUIDE iii

OBJECTIVES v

TEXT

Unit 1: Introduction to Forms for Bulk Business Mailing (I) 1

Unit 2: Introduction to Forms for Bulk Business Mailing (II) 14

Unit 3: Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only) 17

Unit 4: Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only) 25

Unit 5: Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular and Nonprofit Rates) 31

LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in English at work is the key to enhancing performance.

Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

Project
EXCEL

EDUCATION PARTNER

CRDC
655 Geary Street
San Francisco, CA 94102

Staff

Chui L. Tsang, Project Director

Mabel Teng, Project Co-director

David Hemphill, External Evaluator

Chris Shaw, Curriculum Developer

Pennie Lau, Counselor/Instructor

Stephanie Levin, Counselor/Instructor

Oscar Ramirez, Counselor/Instructor

Drew Westveer, Counselor/Instructor

Lisa-Anne Lee, Student Intern

Denise McCarthy, Consultant

BUSINESS PARTNER

Ace Mailing, Inc.
2757 16th Street
San Francisco, CA 94103

Personnel

Gwen Kaplan, President

George Hamilton, Account Executive

Mitchel Darrow, Administrative Manager

Tony Rivera, Production Manager

TEACHING GUIDE

A. Curriculum Design and Description

This module was designed for higher beginning to intermediate level ESL employees at Ace Mailing. The curriculum aims to assist them in developing the literacy skills necessary to read and fill out the three major post office (PS) forms for bulk business mailing. The content is less communicative than the previous modules yet it remains highly work-related to improve employees' ability to handle the reading and writing of the forms.

Each form is broken down into sections taught and practiced individually. In later units after each section on a form has been introduced, students are required to fill out the entire form based on given job order information. Monitored by the teacher, each student should be allowed enough time to work on the form individually and then compare his/her form with other students' in the follow-up discussion.

B. Unit Features

1. Vocabulary Boxes

The Vocabulary at the beginning of each unit (except Unit 4) highlight words which might be new to the language learners. Using modeling and realia, teachers may find it effective in introducing words pertinent to the PS forms. Vocabulary should also be constantly reinforced whenever possible.

2. Getting Ready

This activity affords learners the opportunity to discuss the subject to be taught--different classes of mail and the three PS forms used at work. It allows students to express their understanding of the subject and different aspects of bulk business mailing.

3. Reading

The Reading sections, which includes reading a section of a form and reading job order instructions with a sample letter, provide a context for the form filling exercises. After reading the form or instructions and answering the comprehension questions, students should be encouraged to discuss their experience in processing actual business mail, identifying what they did on the job with what they read for the reading activities.

4. Writing

Following the reading sections, the writing activities provide learners practice in filling out different sections of forms and different forms. Students should be encouraged to use both information acquired from previous activities and their own experience to successfully complete the writing sections. Teachers should also make certain that each student fully understands the instructions, and that the students have enough time to finish each writing activity.

OBJECTIVES OF MODULE 5

Ace Mailing Module 5 encompasses post office forms. It is primarily concerned with the student making the leap from inserting and sorting mail to filling out the three most frequently used bulk business mailing forms. Students will familiarize themselves with the format and vocabulary shared in all the three forms, using their experience on the job. They will practice, using real forms obtained from the post office, and individually and independently fill out different sections of the form. Lastly, they will be able to correctly calculate postage at a variety of rates.

The material has been designed for students at the intermediate level (ESL 300-400 levels).

The specific objectives of this module are:

1. Recognize the format of forms for bulk business mailing.
2. Differentiate different requirements and functions of each form.
3. Fill in information in all sections.
4. Perform accurate postage computation.
5. Fill out appropriate forms for different job orders.

Post office forms covered in the module:

1. PS Form 3602-N
   Statement of Mailing with Permit Imprints
   Third-Class Mail (Nonprofit Rates Only)
2. PS Form 3602-R
   Statement of Mailing with Permit Imprints
   Third-Class Mail (Regular Rates Only)
3. PS Form 3602-PC
   Statement of Mailing with Meter or Precanceled Postage Affixed
   Bulk Third-Class Mail (Regular or Nonprofit Rates)

UNIT 1: INTRODUCTION TO FORMS FOR BULK BUSINESS MAILING (I)

VOCABULARY:

rate
flat
postage
permit
process
parcel
brochure
pamphlet
bulk
mailer
mailing
weight
receipt
indicia
minimum
booklet
in total
non-profit
regular
irregular
individual
other than
maximum
authorized

ABBREVIATIONS

1. Number = No.
2. sequence = seq.
3. identification = ID
4. pieces = pcs.
5. pound = lb.
6. BMC = Bulk Mail Center
7. SCF = Sectional Center Facility

LABELS

D = direct, same state and same zip code
3 = same first 3-digit zip code (941--)
S = same state, different zip code
MS = mixed states

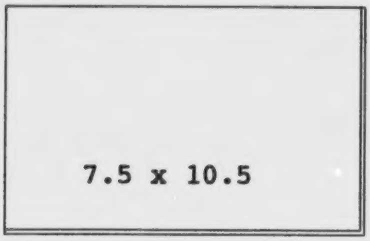
PROCESSING CATEGORIES

	Minimum (inches)	Maximum (inches)	Thickness
1. **Letters**	5 x 3½ (inch)	11½ x 6 ⅛	0.007 - ¼
2. **Flats**	larger than letters	15 x 12	¼ - ¾
3. **Machinable** (Regular)			
Parcels	6 x 3	34 x 17	¼ - 17
Weight	8 oz. - 35 lb. 25 lb. maximum for books or printed matter		
4. **Irregular**			
Parcels		6 x 3	¼ or less
Weight	8 oz. or less		

MATCHING

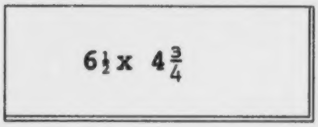
Draw a line between the mailing pieces and the category.

1.



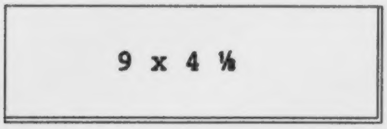
a. Flats

2.



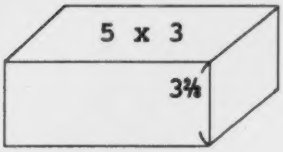
b. Irregular Parcels

3.



c. Regular Parcels

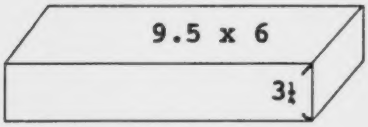
4.



12 oz.

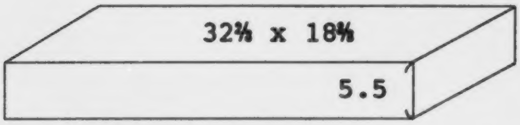
d. Letters

5.



15 lb.

6.



25 lb. of books

READING

Check on the right box.

1.

5 x 3
pamphlet

Processing Category
(DMM 128)
☒ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

2.

11.5 x 5.5 x ¼
booklet

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

3.

6 x 3
2 lb.
box

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

4.

9 x 12
envelope matter

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

5.

15 x 14
4⅛ lb.
parcel

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

6.

5 X 3
0.25" thick
5 oz.
parcel

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

7.

10 x 10
0.5" thick
envelope matter

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

8.

5.5 x 2
6 oz.
parcel

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

9.

30 x 15
10" thick
box of books

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

10.

5⅛ x 3 x ½
3 oz.
invitation
(envelope matter)

Processing Category
(DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

GETTING READY

1. What's the difference between first- and third-class mail? Check the ones that you think are correct.

_____ Personal letters are first-class mail.
_____ Third-class mail is printed material.
_____ First-class mail is faster than third-class.
_____ Third-class mail is heavier than first-class.
_____ First-class rates are higher than third-class.

2. What PS forms are used at Ace Mailing?

3. How many pieces of mailings are required in each mailing for third-class bulk rates?

A minimum of 200 pieces or 50 pounds.

4. Does a company or a mailer have to pay a fee to get a permit number and permit imprints?

5. What is Permit Imprint Indicia?

6. Compare the following 3 statements of mailing (forms) with permit imprints for:

Third-Class Mail (Nonprofit Rates Only)
Third-Class Mail (Regular Rates Only)
Bulk Third-Class Mail (Regular or Nonprofit Rates)

What parts are the same?

What parts are different?

UNITED STATES POSTAL SERVICE

Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks	No. Trays	No. Pallets	No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)
☐ **Centralized Postage Payment**
☐ **Plant Loaded to**
☐ **Plant Verified Drop Shipment to**
☐ **BMAU Entry at**
☐ **Orig.** ☐ **Dest. A/O ZIP** ____
☐ **Orig.** ☐ **Dest. SCF 3D ZIP** ____
☐ **Orig.** ☐ **Dest. BMC** ____

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing .2085 lb. (3.3367 oz.) **or less**, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size** pieces (see DMM 128) weighing .2085 lb. (3.3367 oz.) **or less**, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing **more than** .2085 lb. (3.3367 oz.) but **less than** 1.0 lb. (16.0 oz.), go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight __ . __ __ __ __ **pounds**

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Total Pieces

Total Weight

Total Postage

Check One
☐ **Verif. Not Scheduled** ☐ **Presort Verification Performed as Scheduled**

Date Mailer Notified

Contact

By (Initials)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and (4) payment of the required annual fee.

Round Stamp (Required)

Signature of Weigher

Time **AM** **PM**

PS Form 3602-N, October 1991

Financial Document – Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-N — Third-Class Nonprofit Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.071 ×	______ pcs. =	$ ______
	Carrier Route	.074 ×	______ pcs. =	$ ______
	5-Digit Barcoded	.081 ×	______ pcs. =	$ ______
	3-Digit Barcoded	.088 ×	______ pcs. =	$ ______
	3/5-Digit ZIP + 4	.094 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.098 ×	______ pcs. =	$ ______
	Basic Barcoded	.094 ×	______ pcs. =	$ ______
	Basic ZIP + 4	.104 ×	______ pcs. =	$ ______
	Basic	.111 ×	______ pcs. =	$ ______
BMC Entry	Saturation W/S	.059 ×	______ pcs. =	$ ______
	Carrier Route	.062 ×	______ pcs. =	$ ______
	5-Digit Barcoded	.069 ×	______ pcs. =	$ ______
	3-Digit Barcoded	.076 ×	______ pcs. =	$ ______
	3/5-Digit ZIP + 4	.082 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.086 ×	______ pcs. =	$ ______
	Basic Barcoded	.082 ×	______ pcs. =	$ ______
	Basic ZIP + 4	.092 ×	______ pcs. =	$ ______
	Basic	.099 ×	______ pcs. =	$ ______
SCF Entry	Saturation W/S	.054 ×	______ pcs. =	$ ______
	Carrier Route	.057 ×	______ pcs. =	$ ______
	5-Digit Barcoded	.064 ×	______ pcs. =	$ ______
	3-Digit Barcoded	.071 ×	______ pcs. =	$ ______
	3/5-Digit ZIP + 4	.077 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.081 ×	______ pcs. =	$ ______
	Basic Barcoded	.077 ×	______ pcs. =	$ ______
	Basic ZIP + 4	.087 ×	______ pcs. =	$ ______
	Basic	.094 ×	______ pcs. =	$ ______
DDU Entry	Saturation W/S	.049 ×	______ pcs. =	$ ______
	Carrier Route	.052 ×	______ pcs. =	$ ______

Total - Part A (Carry to front of form) $ ______

Non-Automation Compatible Letter .2085 lb. (3.3367 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.071 ×	______ pcs. =	$ ______
	Carrier Route	.074 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.098 ×	______ pcs. =	$ ______
	Basic	.111 ×	______ pcs. =	$ ______
BMC Entry	Saturation W/S	.059 ×	______ pcs. =	$ ______
	Carrier Route	.062 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.086 ×	______ pcs. =	$ ______
	Basic	.099 ×	______ pcs. =	$ ______
SCF Entry	Saturation W/S	.054 ×	______ pcs. =	$ ______
	Carrier Route	.057 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.081 ×	______ pcs. =	$ ______
	Basic	.094 ×	______ pcs. =	$ ______
DDU Entry	Saturation W/S	.049 ×	______ pcs. =	$ ______
	Carrier Route	.052 ×	______ pcs. =	$ ______

Total - Part B (Carry to front of form) $ ______

Nonletter - .2085 lb. (3.3367 oz.) or Less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.094 ×	______ pcs. =	$ ______
	Carrier Route	.101 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.132 ×	______ pcs. =	$ ______
	Basic	.146 ×	______ pcs. =	$ ______
BMC Entry	Saturation W/S	.082 ×	______ pcs. =	$ ______
	Carrier Route	.089 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.120 ×	______ pcs. =	$ ______
	Basic	.134 ×	______ pcs. =	$ ______
SCF Entry	Saturation W/S	.077 ×	______ pcs. =	$ ______
	Carrier Route	.084 ×	______ pcs. =	$ ______
	3/5-Digit Presort	.115 ×	______ pcs. =	$ ______
	Basic	.129 ×	______ pcs. =	$ ______
DDU Entry	Saturation W/S	.072 ×	______ pcs. =	$ ______
	Carrier Route	.079 ×	______ pcs. =	$ ______

Total - Part C (Carry to front of form) $ ______

All Mail - More than .2085 lb. (3.3367 oz.) But less than 1.0 lb. (16.0 oz.)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.011 ×	______ pcs. =	$ ______
	plus	.398 ×	______ lbs. =	$ ______
	Carrier Route	.018 ×	______ pcs. =	$ ______
	plus	.398 ×	______ lbs. =	$ ______
	3/5-Digit Presort	.049 ×	______ pcs. =	$ ______
	plus	.398 ×	______ lbs. =	$ ______
	Basic	.063 ×	______ pcs. =	$ ______
	plus	.398 ×	______ lbs. =	$ ______
BMC Entry	Saturation W/S	.011 ×	______ pcs. =	$ ______
	plus	.340 ×	______ lbs. =	$ ______
	Carrier Route	.018 ×	______ pcs. =	$ ______
	plus	.340 ×	______ lbs. =	$ ______
	3/5-Digit Presort	.049 ×	______ pcs. =	$ ______
	plus	.340 ×	______ lbs. =	$ ______
	Basic	.063 ×	______ pcs. =	$ ______
	plus	.340 ×	______ lbs. =	$ ______
SCF Entry	Saturation W/S	.011 ×	______ pcs. =	$ ______
	plus	.317 ×	______ lbs. =	$ ______
	Carrier Route	.018 ×	______ pcs. =	$ ______
	plus	.317 ×	______ lbs. =	$ ______
	3/5-Digit Presort	.049 ×	______ pcs. =	$ ______
	plus	.317 ×	______ lbs. =	$ ______
	Basic	.063 ×	______ pcs. =	$ ______
	plus	.317 ×	______ lbs. =	$ ______
DDU Entry	Saturation W/S	.011 ×	______ pcs. =	$ ______
	plus	.294 ×	______ lbs. =	$ ______
	Carrier Route	.018 ×	______ pcs. =	$ ______
	plus	.294 ×	______ lbs. =	$ ______

Total - Part D (Carry to front of form) $ ______

*U.S. GPO: 1991-282-404/44802

UNITED STATES POSTAL SERVICE

Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)

BEST COPY AVAILABLE

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Federal Agency Cost Code

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks	No. Trays	No. Pallets	No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)
☐ **Centralized Postage Payment**
☐ **Plant Loaded to**
☐ **Plant Verified Drop Shipment to**
☐ **Entered at**
☐ **Orig.** ☐ **Dest. A/O ZIP** ________
☐ **Orig.** ☐ **Dest. SCF 3D ZIP** ________
☐ **Orig.** ☐ **Dest. BMC** ________

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing **.2067 lb. (3.3067 oz.) or less**, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size** pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing **more than** .2067 lb. (3.3067 oz.) but **less than 1.0 lb. (16.0 oz.)**, go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $ _ . __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

The signature of a mailer certifies that it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing. If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the mailer and both the mailer and the agent will be liable for and agree to pay any deficiencies.

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight __ . __ __ __ __ **pounds**

Are the figures at left adjusted from mailer's entries? ☐ **Yes** ☐ **No**

If "Yes" Reason

Total Pieces

Total Weight

Total Postage

Check One
☐ **Verif. Not Scheduled** ☐ **Presort Verification Performed as Scheduled**

Date Mailer Notified

Contact

By (Initials)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the necessary annual fee.

Round Stamp (Required)

Signature of Weigher

Time **AM** **PM**

PS Form **3602-R**, January 1991

Financial Document – Forward to Finance Office

Form 3602-R — Third-Class Regular Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	5-Digit Barcoded	.146 ×	pcs. =	$
	3-Digit Barcoded	.154 ×	pcs. =	$
	3/5-Digit ZIP + 4	.161 ×	pcs. =	$
	3/5-Digit Presort	.165 ×	pcs. =	$
	Basic Barcoded	.179 ×	pcs. =	$
	Basic ZIP + 4	.189 ×	pcs. =	$
	Basic	.198 ×	pcs. =	$
BMC Entry	Saturation W/S	.112 ×	pcs. =	$
	Carrier Route	.119 ×	pcs. =	$
	5-Digit Barcoded	.134 ×	pcs. =	$
	3-Digit Barcoded	.142 ×	pcs. =	$
	3/5-Digit ZIP + 4	.149 ×	pcs. =	$
	3/5-Digit Presort	.153 ×	pcs. =	$
	Basic Barcoded	.167 ×	pcs. =	$
	Basic ZIP + 4	.177 ×	pcs. =	$
	Basic	.186 ×	pcs. =	$
SCF Entry	Saturation W/S	.107 ×	pcs. =	$
	Carrier Route	.114 ×	pcs. =	$
	5-Digit Barcoded	.129 ×	pcs. =	$
	3-Digit Barcoded	.137 ×	pcs. =	$
	3/5-Digit ZIP + 4	.144 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic Barcoded	.162 ×	pcs. =	$
	Basic ZIP + 4	.172 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$

Total - Part A (Carry to front of form) $ ____________

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less

Entry Discount (If Any)	Presort/Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	3/5-Digit Presort	.165 ×	pcs. =	$
	Basic	.198 ×	pcs. =	$
BMC Entry	Saturation W/S	.112 ×	pcs. =	$
	Carrier Route	.119 ×	pcs. =	$
	3/5-Digit Presort	.153 ×	pcs. =	$
	Basic	.186 ×	pcs. =	$
SCF Entry	Saturation W/S	.107 ×	pcs. =	$
	Carrier Route	.114 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$

Total - Part B (Carry to front of form) $ ____________

Nonletter - .2067 lb. (3.3067 oz.) or Less

Entry Discount (If Any)	Presort/Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.127 ×	pcs. =	$
	Carrier Route	.142 ×	pcs. =	$
	3/5-Digit Presort	.187 ×	pcs. =	$
	Basic	.233 ×	pcs. =	$
BMC Entry	Saturation W/S	.115 ×	pcs. =	$
	Carrier Route	.130 ×	pcs. =	$
	3/5-Digit Presort	.175 ×	pcs. =	$
	Basic	.221 ×	pcs. =	$
SCF Entry	Saturation W/S	.110 ×	pcs. =	$
	Carrier Route	.125 ×	pcs. =	$
	3/5-Digit Presort	.170 ×	pcs. =	$
	Basic	.216 ×	pcs. =	$
DDU Entry	Saturation W/S	.105 ×	pcs. =	$
	Carrier Route	.120 ×	pcs. =	$

Total - Part C (Carry to front of form) $ ____________

All Mail - More than .2067 lb. (3.3067 oz.) But less than 1.0 lb. (16.0 oz.)

Entry Discount (If Any)	Presort/Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.003 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
BMC Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
SCF Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
DDU Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.496 ×	lbs. =	$
	Carrier Route	.028 ×	pcs. =	$
	plus	.496 ×	lbs. =	$

Total - Part D (Carry to front of form) $ ____________

BEST COPY AVAILABLE

UNITED STATES POSTAL SERVICE

BEST COPY AVAILABLE

Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment
☐ Meter Postage
☐ Precanceled Stamps

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks	No. Trays	No. Pallets	No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)

☐ **Centralized Postage Payment**
☐ **Plant Loaded to**
☐ **Plant Verified Drop Shipment to**
☐ **DMM 144.8 Drop Shipment to**
☐ **Entered at**
☐ **Orig.** ☐ **Dest. A/O ZIP** ________
☐ **Orig.** ☐ **Dest. SCF 3D ZIP** ________
☐ **Orig.** ☐ **Dest. BMC** ________

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520) go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2067 lb. (3.3067 oz.) (or .2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. __ = $

Is additional bulk pound rate paid by permit imprint? (3602-R or N required) Y N

Postage affixed at (Check one) ☐ Correct Rate ☐ Lowest Rate ☐ Neither (DMM 661.324)

Total Postage ⟶ $

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight __ . __ __ __ __ **pounds**

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Check One **Presort Verification Per-**
☐ **Verif. Not Scheduled** ☐ **formed as Scheduled**

Date Mailer Notified

Contact

By (Initials)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the required annual fee.

Round Stamp (Required)

Signature of Weigher

Time **AM** **PM**

PS Form **3602-PC**, January 1991

Financial Document - Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-PC — Third-Class Regular or Nonprofit Rates — Postage Affixed

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	5-Digit Barcoded	.	× ______ pcs.	= $ ______
	3-Digit Barcoded	.	× ______ pcs.	= $ ______
	3/5-Digit ZIP + 4	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic Barcoded	.	× ______ pcs.	= $ ______
	Basic ZIP + 4	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
BMC Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	5-Digit Barcoded	.	× ______ pcs.	= $ ______
	3-Digit Barcoded	.	× ______ pcs.	= $ ______
	3/5-Digit ZIP + 4	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic Barcoded	.	× ______ pcs.	= $ ______
	Basic ZIP + 4	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
SCF Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	5-Digit Barcoded	.	× ______ pcs.	= $ ______
	3-Digit Barcoded	.	× ______ pcs.	= $ ______
	3/5-Digit ZIP + 4	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic Barcoded	.	× ______ pcs.	= $ ______
	Basic ZIP + 4	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
DDU Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______

Total – Part A (Carry to front of form) $ ______

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
BMC Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
SCF Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
DDU Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______

Total – Part B (Carry to front of form) $ ______

Nonletter – .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
BMC Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
SCF Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
DDU Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______

Total – Part C (Carry to front of form) $ ______

All Mail – More than .2067 lb. (3.3067 oz.) (.2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.) Enter the applicable rate applied to each piece computed as described in DMM 611.242 ↓

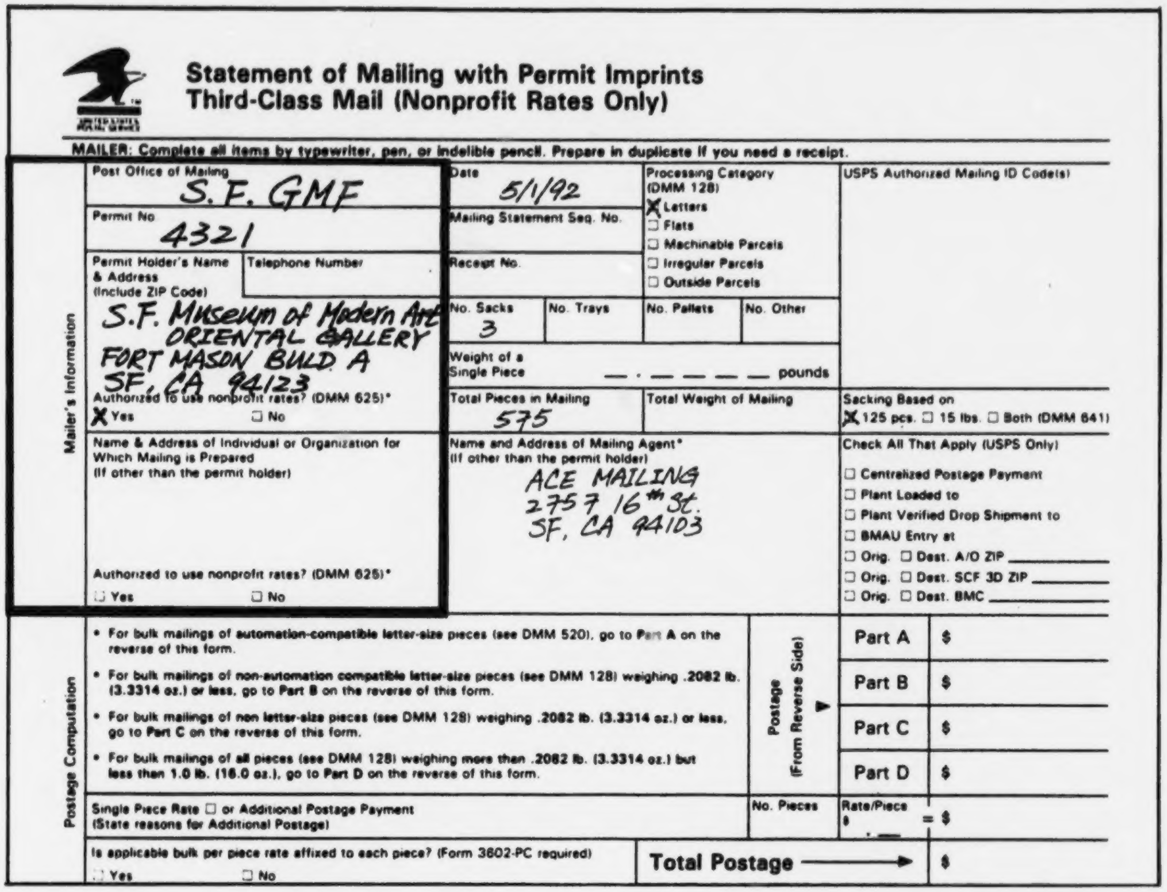
Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
BMC Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
SCF Entry	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______
	3/5-Digit Presort	.	× ______ pcs.	= $ ______
	Basic	.	× ______ pcs.	= $ ______
DDU	Saturation W/S	.	× ______ pcs.	= $ ______
	Carrier Route	.	× ______ pcs.	= $ ______

Total – Part D (Carry to front of form) $ ______

PS Form **3602-PC**, January 1991 *(Reverse)*

READING

Read the "Mailer's Information" column on the form for third-class mail (nonprofit rates only), then answer the questions.



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Permit No: 4321
Permit Holder's Name & Address (Include ZIP Code):
S.F. Museum of Modern Art
ORIENTAL GALLERY
FORT MASON BULD A
SF, CA 94123
Telephone Number:
Authorized to use nonprofit rates? (DMM 625)* ☒ Yes ☐ No
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No

Date: 5/1/92
Mailing Statement Seq. No.:
Receipt No.:
Processing Category (DMM 128): ☒ Letters ☐ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels
No. Sacks: 3
No. Trays:
No. Pallets:
No. Other:
Weight of a Single Piece: __ . __ __ __ __ pounds
Total Pieces in Mailing: 575
Total Weight of Mailing:
Name and Address of Mailing Agent* (If other than the permit holder):
ACE MAILING
2757 16th St.
SF, CA 94103

USPS Authorized Mailing ID Code(s):
Sacking Based on: ☒ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶
Part A $
Part B $
Part C $
Part D $

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces:
Rate/Piece $. ___ = $
Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No
Total Postage ⟶ $

1. What's the nonprofit organization and what's its address?
   S.F. Museum of Modern Art (Oriental Gallery) ***Fort Mason Building A S.F. CA 94123***

2. What's its permit number?

3. This nonprofit organization is the permit holder.
   _____ True _____ False

4. Is it authorized to use nonprofit rates?
   _____ Yes _____ No

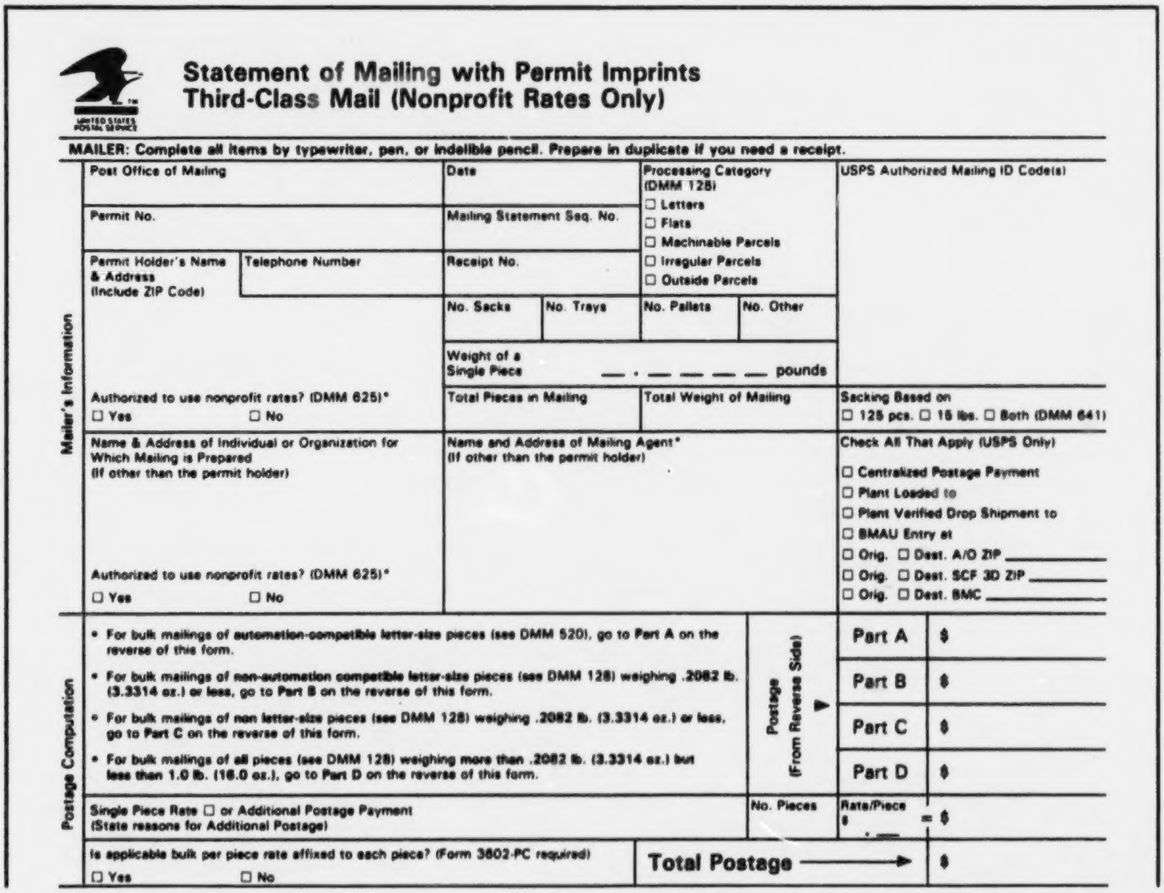
WRITING

Read the instruction and sample letter. Fill out the "Mailer's Information" on the form.

Tony has to send 575 letters with permit imprint indicia for San Francisco Art Directors Club at the SFGMF on 3rd Street. The Art Directors Club is authorized to use nonprofit rates.

San Francisco
Art Directors Club
555 Market Street
San Francisco, CA 94102

Bulk Rate
Nonprofit Org.
Permit No. 123



Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing
Date
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Permit No.
Mailing Statement Seq. No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece ___ . ___ ___ ___ ___ pounds
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Total Pieces in Mailing
Total Weight of Mailing
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

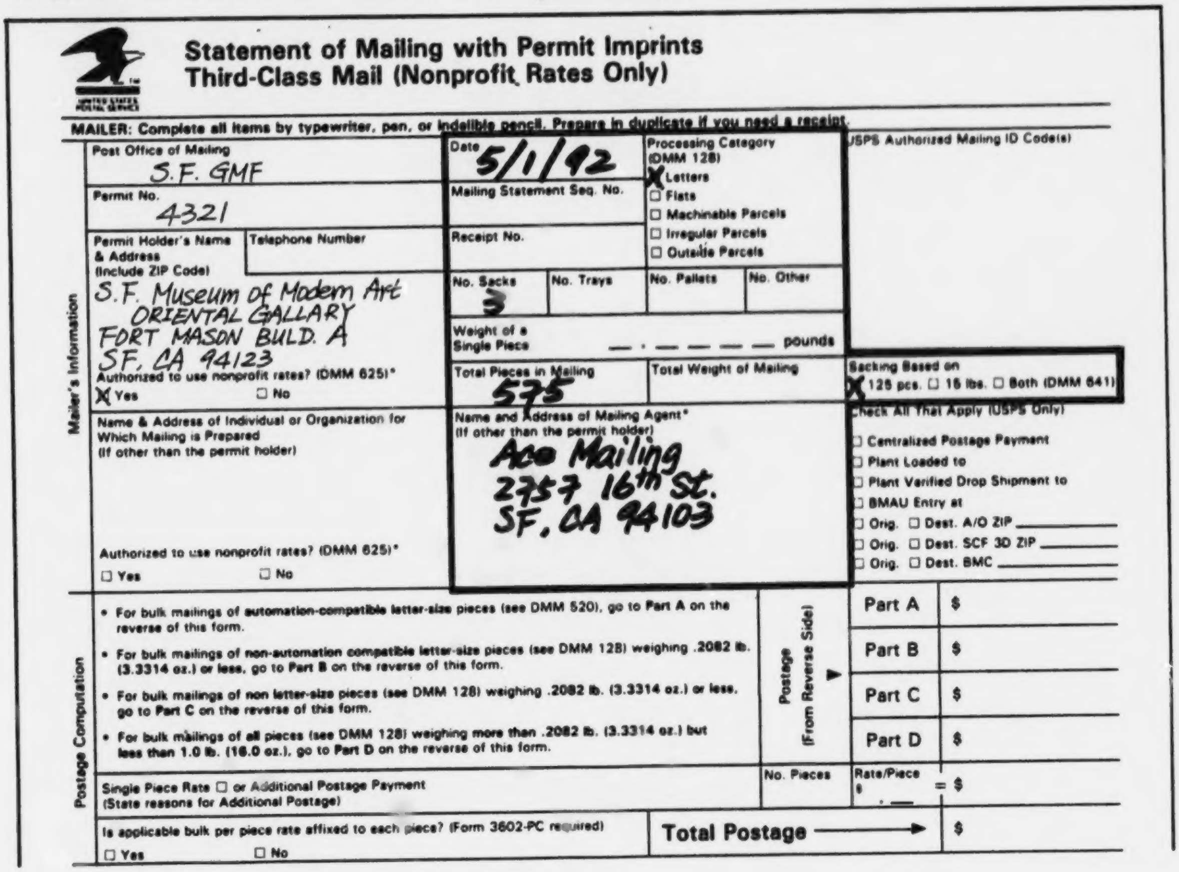
- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶
Part A $
Part B $
Part C $
Part D $

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces
Rate/Piece $. ___ = $
Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No
Total Postage ⟶ $

READING

Read the following part of the form for Third-Class Mail at nonprofit rates and answer the questions.



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Permit No.: 4321
Permit Holder's Name & Address (Include ZIP Code):
S.F. Museum of Modern Art
ORIENTAL GALLARY
FORT MASON BULD. A
SF, CA 94123
Telephone Number:
Authorized to use nonprofit rates? (DMM 625)* ☒ Yes ☐ No
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No

Date: 5/1/92
Mailing Statement Seq. No.:
Receipt No.:
Processing Category (DMM 128): ☒ Letters ☐ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels
No. Sacks: 3
No. Trays:
No. Pallets:
No. Other:
Weight of a Single Piece: — . — — — — pounds
Total Pieces in Mailing: 575
Total Weight of Mailing:
Name and Address of Mailing Agent* (If other than the permit holder):
Ace Mailing
2757 16th St.
SF, CA 94103

USPS Authorized Mailing ID Code(s):
Sacking Based on ☒ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ____
☐ Orig. ☐ Dest. SCF 3D ZIP ____
☐ Orig. ☐ Dest. BMC ____

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶
Part A $
Part B $
Part C $
Part D $

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces
Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No
Total Postage ⟶ $

1. What's the date?

2. a) What are mailed? ____ Letters ____ Flats ____ Parcels

   b) How many pieces are there in total?

   c) Are they in sacks?

   d) How many sacks are there in total?

   e) How many pieces are there in each sack?

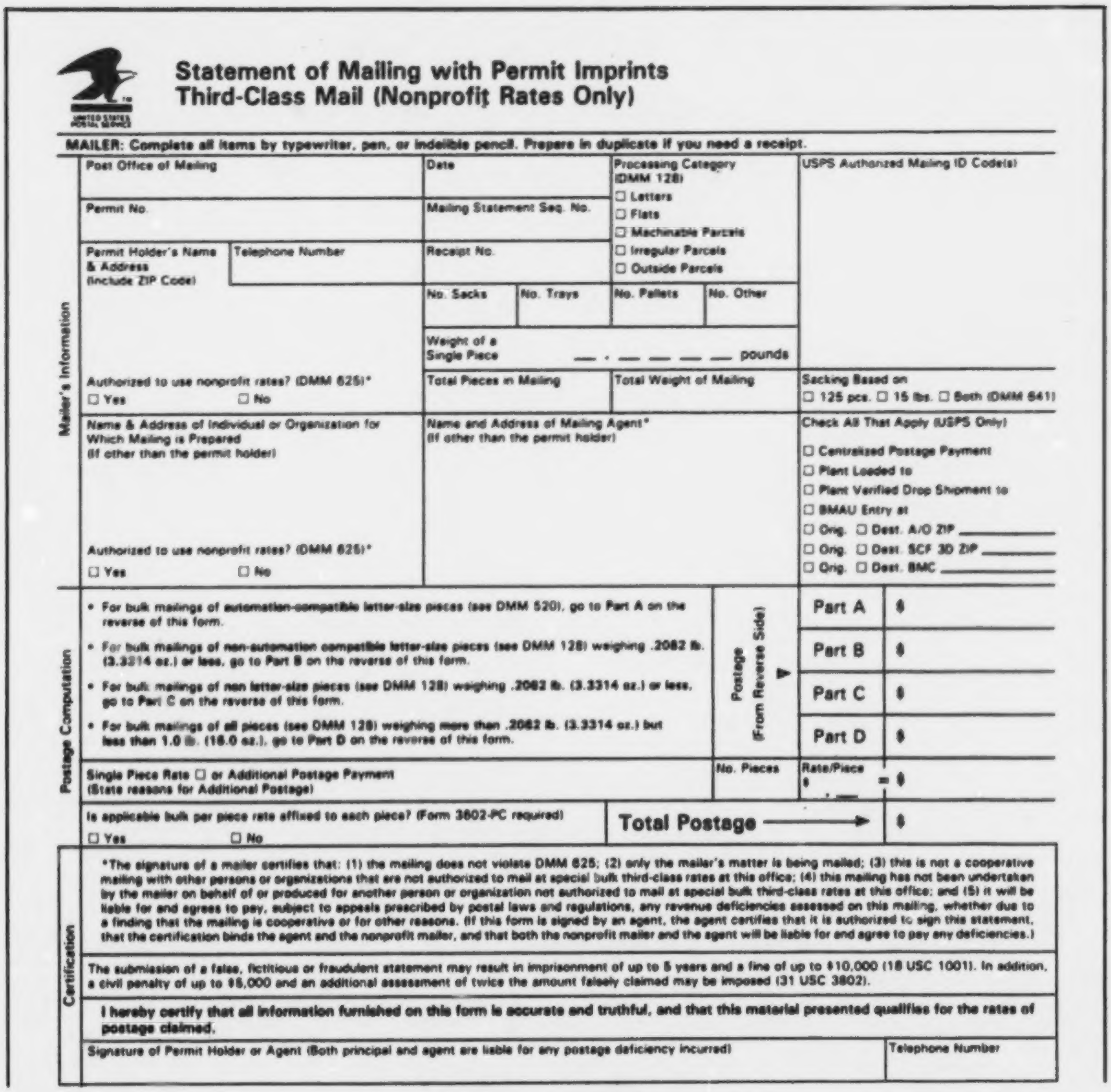
3. Is there a mailing statement or receipt?

4. Who is the mailing agent? What's its address?

WRITING

Read the instruction and fill out Mailer's Information.

Tony has to send 1,250 pieces of 9.5 x 4 cards with permit imprint indicia for Sierra Club at the post office at 3rd Street (SFGMF) on May 19, 1992. The cards are in sacks, 125 pieces or more per sack. There are 6 sacks in total. Sierra Club is authorized to use nonprofit rates. Its permit number is 16531. Its address is 730 Polk Street, San Francisco, CA 94109.



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks

No. Trays

No. Pallets

No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A $
Part B $
Part C $
Part D $

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

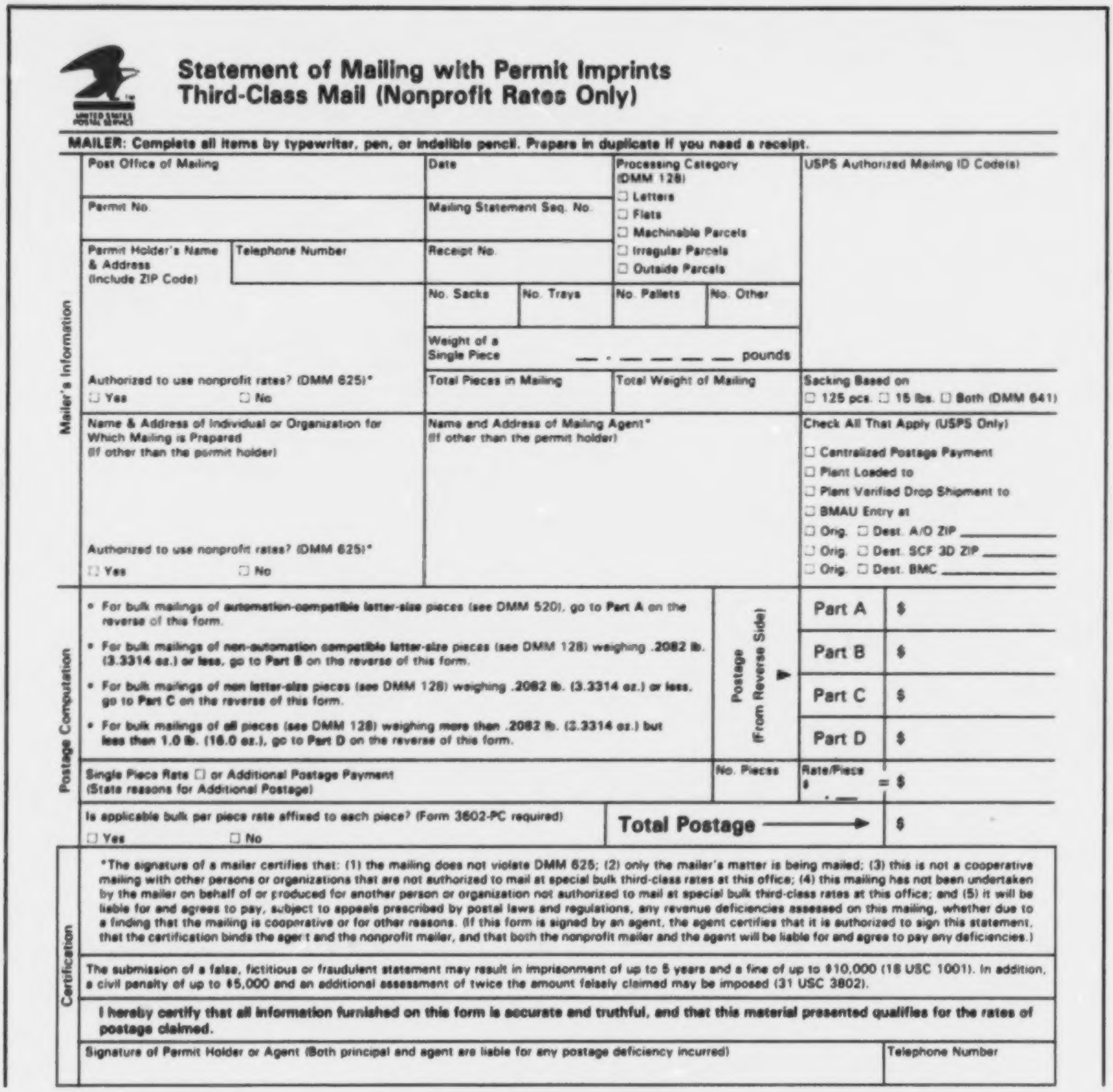
Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

BEST COPY AVAILABLE

LISTENING

Listen to the dialogue and fill out Mailer's Information.



Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

UNITED STATES POSTAL SERVICE

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks

No. Trays

No. Pallets

No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing **.2082 lb. (3.3314 oz.) or less**, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size** pieces (see DMM 128) weighing **.2082 lb. (3.3314 oz.) or less**, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing **more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.)**, go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

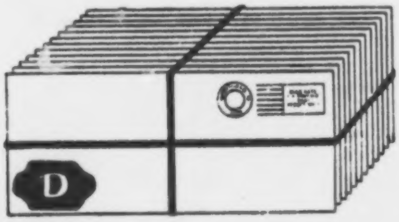
*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

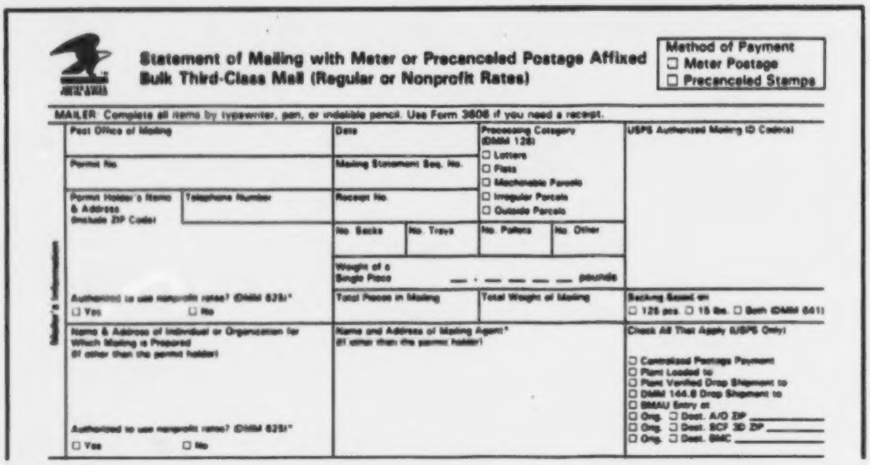
Telephone Number



BEST COPY AVAILABLE

READING

Compare the following 3 parts of different forms. Are they the same or different? Point out the differences.



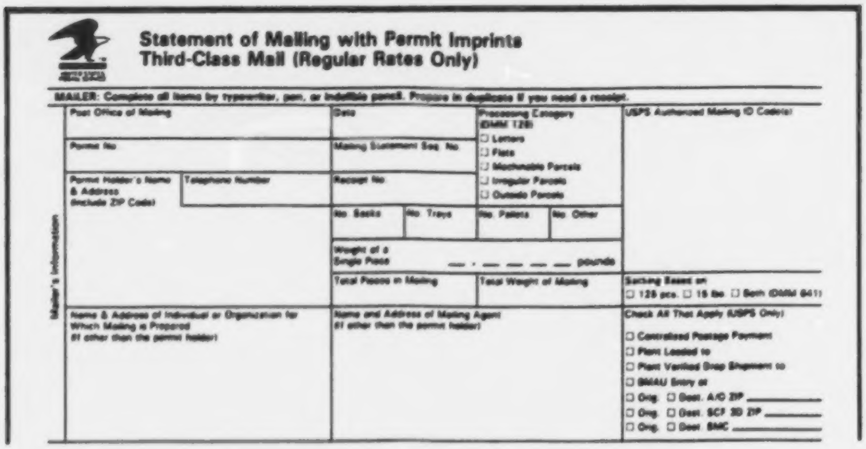
Statement of Mailing with Meter or Precanceled Postage Affixed
Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment
☐ Meter Postage
☐ Precanceled Stamps

MAILER: Complete all items by typewriter, pen, or indelible pencil. Use Form 3606 if you need a receipt.

Mailer's Information

Post Office of Mailing
Permit No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Date
Mailing Statement Seq. No.
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece __ . __ __ __ __ pounds
Total Pieces in Mailing
Total Weight of Mailing
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ DMM 144.8 Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

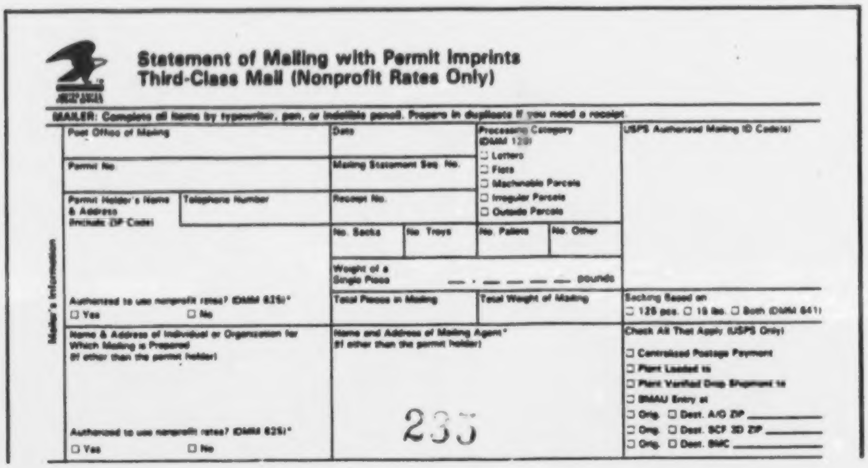


Statement of Mailing with Permit Imprints
Third-Class Mail (Regular Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing
Permit No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Date
Mailing Statement Seq. No.
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece __ . __ __ __ __ pounds
Total Pieces in Mailing
Total Weight of Mailing
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Name and Address of Mailing Agent (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing
Permit No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Date
Mailing Statement Seq. No.
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece __ . __ __ __ __ pounds
Total Pieces in Mailing
Total Weight of Mailing
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

235

UNIT 2: INTRODUCTION TO FORMS FOR BULK BUSINESS MAILING (II)

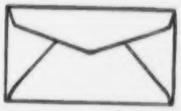
VOCABULARY: automation-compatible letter-size
non-automation compatible non letter-size
more less single
more than less than additional

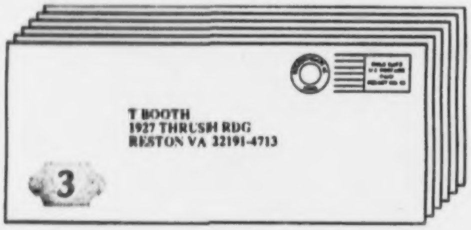
READING

Section I, II and III follow the same instructions for Third-class Mail (Nonprofit Rates Only) postage computation. Read them carefully and answer the following questions.

I.

- For bulk mailings of **automation-compatible letter-size** pieces, go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces weighing **.2082 lb. (3.3314 oz) or less**, go to **Part B.**
- For bulk mailings of **non letter-size** pieces weighing **.2082 lb (3.3314 oz.) or less**, go to **Part C.**
- For bulk mailings of **all** pieces weighing **more than .2082 lb. (3.3314 oz.)** but less than 1.0 lb. (16.0 oz.), go to **Part D.**

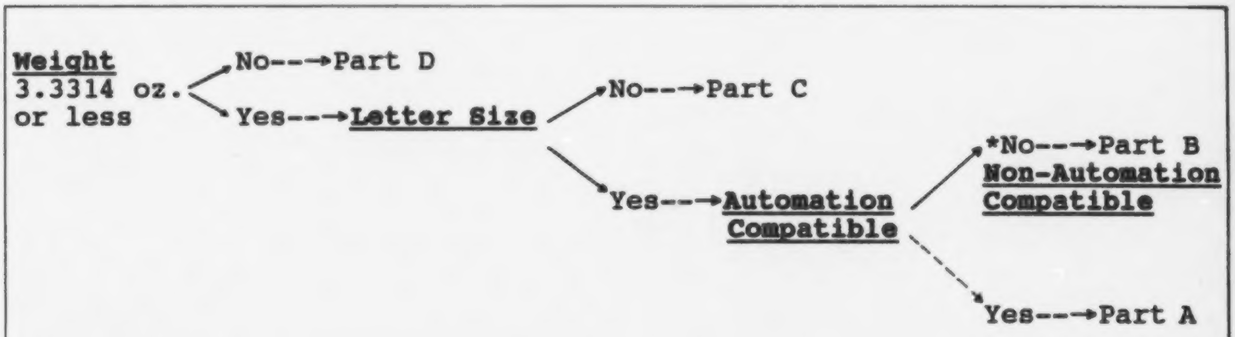




II.

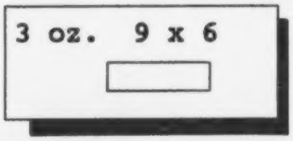
A - automation-compatible	**letter-size**	.2082 lb. or less (3.3314 oz.)
B - non-automation compatible	**letter-size**	.2082 lb. or less (3.3314 oz.)
C -	**non letter-size**	.2082 lb. or less (3.3314 oz.)
D - all mail		.2082 lb. - 1 lb. (3.3314 - 16 oz.)

III.

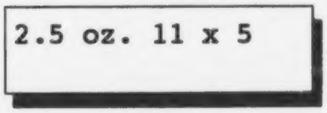

Weight
3.3314 oz.
or less
No--→Part D
Yes--→Letter Size
No--→Part C
Yes--→Automation Compatible
*No--→Part B
Non-Automation Compatible
Yes--→Part A

** No mailings through Ace Mailing go to Part A.*

USING THE FLOW CHART:



1. Check weight: less than 3.3314 oz.? YES
2. Check size: letter size? NO -- **Part C.**

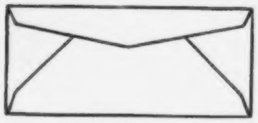


1. Check weight: less than 3.3314 oz.? YES
2. Check size: letter size? Yes
3. Automation compatible? *No -- **Part B.**

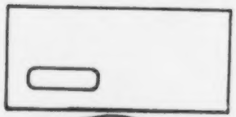
Follow the flow chart and decide which Part for each piece.

PART

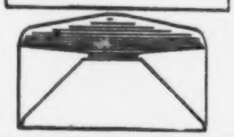
1. 2 oz. 9½x 4 ⅛ letters
   non-automation compatible — B



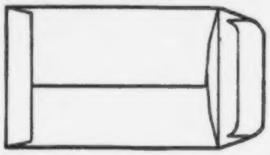
2. 3.12 oz. 8⅞ x 3⅞ letters
   non-automation compatible ______



3. 0.2 lb. 8½x 3 ⅝ brochures ______



4. 2 oz. 9 x 12 bank statements ______



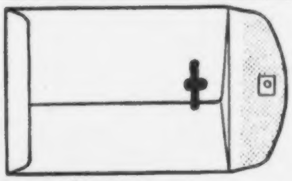
5. 0.5 lb. 8.5 x 5.5 booklets ______

6. ______

0.5 oz.
6 x 4

7. ______

4.4 oz.
9.5 x 4



8. 2.5 oz.
   10 x 13 ______

9. 1.2 oz.
   8.5 x 11 brochures ______

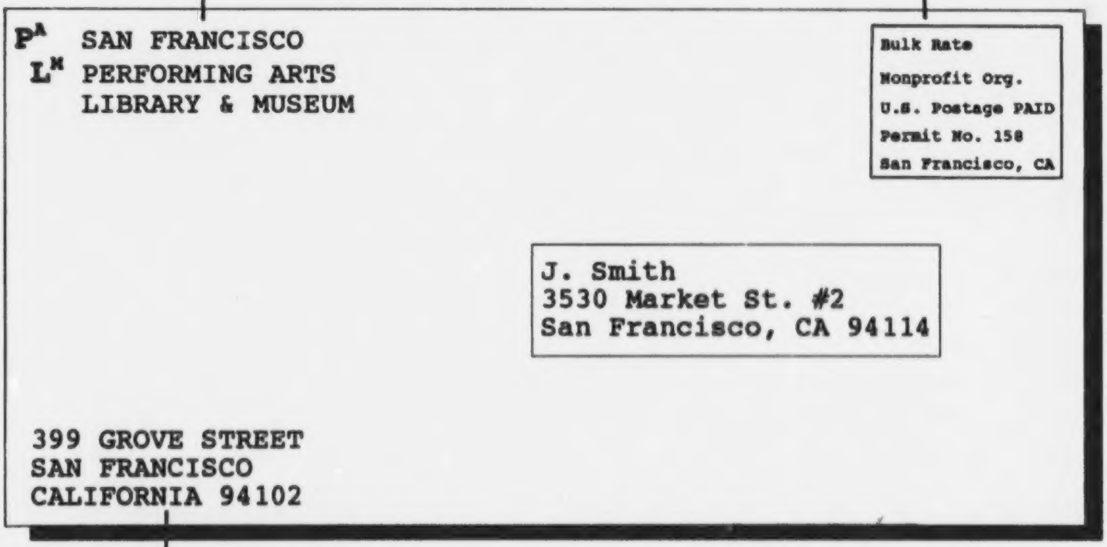
10. 1.0 lb.
    6.25 x 9 books ______

UNIT 3: STATEMENT OF MAILING WITH PERMIT IMPRINTS THIRD-CLASS MAIL (NONPROFIT RATES ONLY)

Use the for nonprofit mailing with permit imprints (indicia).
For example:

permit holder's name

permit imprint indicia



P^A L^M SAN FRANCISCO
PERFORMING ARTS
LIBRARY & MUSEUM

Bulk Rate
Nonprofit Org.
U.S. Postage PAID
Permit No. 158
San Francisco, CA

J. Smith
3530 Market St. #2
San Francisco, CA 94114

399 GROVE STREET
SAN FRANCISCO
CALIFORNIA 94102

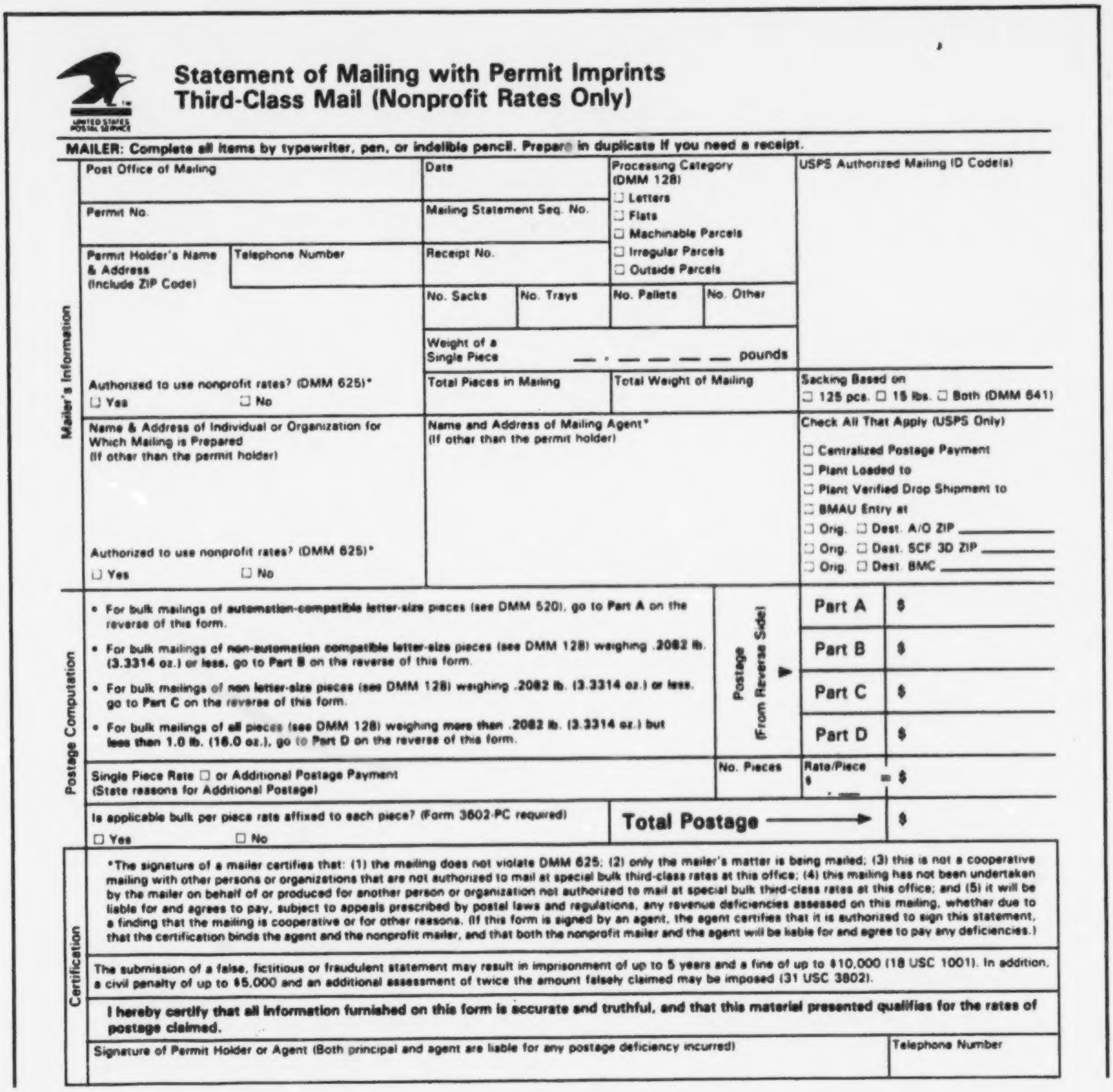
permit holder's address

*It is non-automation compatible letter size and less than 3.3314 oz. (see your teacher's sample)

1. Is the San Francisco Performing Arts Library and Museum a nonprofit organization?
2. Are they authorized to use nonprofit bulk mail rates?
3. What's their permit number?
4. Is the postage paid?

WRITING

Fill in Mailer's Information on the form for San Francisco Performing Arts Library and Museum. (Each piece is less than 3.3314 oz. and there are 575 pieces in 2 sacks.)



Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks

No. Trays

No. Pallets

No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing **.2082 lb. (3.3314 oz.) or less**, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size pieces** (see DMM 128) weighing **.2082 lb. (3.3314 oz.) or less**, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing **more than .2082 lb. (3.3314 oz.)** but **less than 1.0 lb. (16.0 oz.)**, go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

BEST COPY AVAILABLE

READING

Read the following part and circle words you don't understand. Ask the teacher what they mean.

Third-Class Nonprofit Rate -- Permit Imprint

Postage Computation -- Bulk Rate

(Part B)

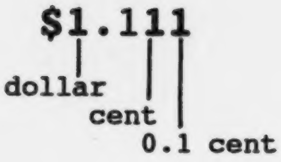
Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
Non-Automation Compatible Letter .2082 lb. (3.3314 oz.) or less				
None	Saturation W/S	.071 x	______ pcs. =	$ ______
	Carrier Route	.074 x	______ pcs. =	$ ______
	3/5-Digit Presort	.098 x	______ pcs. =	$ ______
	Basic	.111 x	______ pcs. =	$ ______
BMC Entry	Saturation W/S	.059 x	______ pcs. =	$ ______
	Carrier Route	.062 x	______ pcs. =	$ ______
	3/5-Digit Presort	.086 x	______ pcs. =	$ ______
	Basic	.099 x	______ pcs. =	$ ______
SCF Entry	Saturation W/S	.054 x	______ pcs. =	$ ______
	Carrier Route	.057 x	______ pcs. =	$ ______
	3/5-Digit Presort	.081 x	______ pcs. =	$ ______
	Basic	.094 x	______ pcs. =	$ ______
DDU Entry	Saturation W/S	.049 x	______ pcs. =	$ ______
	Carrier Route	.052 x	______ pcs. =	$ ______
Total - Part B (Carry to front of form)				$ ______

**** No "Entry Discount" applies to bulk mailings through Ace Mailing. So, always go to "None" rates.***

CENTS (¢) AND DOLLARS ($)

$1 = 100¢
$0.1 = 10¢
$0.01 = 1¢
$0.001 = 0.1¢

$111.1 = 1.111¢



CALCULATION

Fill in the blanks.

1. $2 = 200 ¢
2. $0.5 = ____________ ¢
3. $0.08 = ____________ ¢
4. $0.101 = ____________ ¢
5. $0.198 = ____________ ¢
6. $0.29 = ____________¢
7. $0.111 = ____________¢
8. $0.132 = ____________¢
9. $0.146 = ____________¢
10. $0.063 = ____________¢

HOW MUCH

Calculate the Basic rates.

For example: The total pieces in mailing is 200. The Basic rate for each piece is $0.111. What's the total postage? **$0.111 x 200 = $22.2**

1. $0.125 x 200 = ____________
2. $0.098 x 250 = ____________
3. $0.054 x 300 = ____________
4. 19.8¢ x 575 = $____________
5. 23.3¢ x 1,500 = $____________
6. 4¢ x 2,350 = $____________

7. The total pieces in mailing is 650. The 3/5-digit presort rate for each piece is $0.165.

8. The total pieces in mailing is 3,000. The 3/5-digit presort rate is $0.063.

9. The total pieces in mailing is 575. The Basic rate is 10.9¢.

10. The total pieces in mailing is 250. The Basic rate is 9.4¢.

READING

Read the postage computation for nonprofit bulk rates. Then answer the questions.

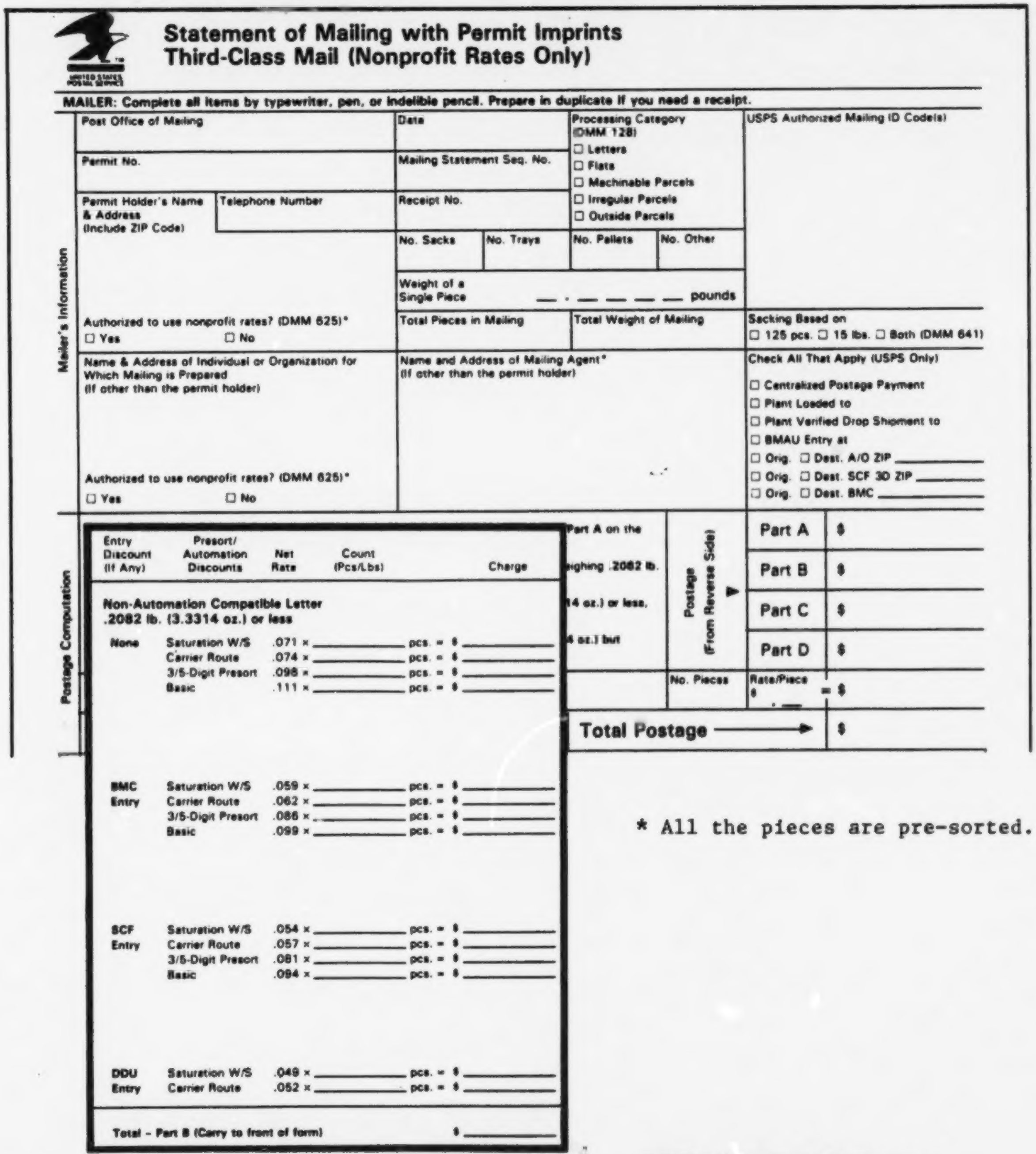
Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge
Non-Automation Compatible Letter .2082 lb. (3.3314 oz.) or less					
None	Saturation W/S	.071 x		pcs. = $	
	Carrier Route	.074 x		pcs. = $	
	3/5-Digit Presort	.098 x		pcs. = $	
	Basic	.111 x	575	pcs. = $	63.83
BMC Entry	Saturation W/S	.059 x		pcs. = $	
	Carrier Route	.062 x		pcs. = $	
	3/5-Digit Presort	.086 x		pcs. = $	
	Basic	.099 x		pcs. = $	
SCF Entry	Saturation W/S	.054 x		pcs. = $	
	Carrier Route	.057 x		pcs. = $	
	3/5-Digit Presort	.081 x		pcs. = $	
	Basic	.094 x		pcs. = $	
DDU Entry	Saturation W/S	.049 x		pcs. = $	
	Carrier Route	.052 x		pcs. = $	
Total - Part B (Carry to front of form)				$	63.83

1. Is each letter (piece) less than 3.3314 oz.?
2. Are the letters on any entry discount?
3. Are they presorted?
4. What's the net rate to send each letter?
5. How many letters are there?
6. What's the total postage?
7. Do you have to write the total postage on the reverse side of the form?

WRITING

Read the instruction and fill out the form.

You need to send 250 brochures, 125 pieces per sack, for De Young Museum at the post office at 3rd Street on May 25, 1992. De Young Museum is a nonprofit organization and it is authorized to use nonprofit rates. Its permit number is 1234 and its address is 4321 Park Road,
San Francisco, CA 94111. Each brochure is 9.5" x 6".



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

UNITED STATES POSTAL SERVICE

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing
Date
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Permit No.
Mailing Statement Seq. No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece __ . __ __ __ __ pounds
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Total Pieces in Mailing
Total Weight of Mailing
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

Part A on the
ighing .2082 lb.
14 oz.) or less,
4 oz.) but

Postage (From Reverse Side)

Part A	$
Part B	$
Part C	$
Part D	$
No. Pieces	Rate/Piece $. __ = $
Total Postage ⟶	$

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
Non-Automation Compatible Letter .2082 lb. (3.3314 oz.) or less				
None	Saturation W/S	.071 ×	________ pcs. =	$ ________
	Carrier Route	.074 ×	________ pcs. =	$ ________
	3/5-Digit Presort	.098 ×	________ pcs. =	$ ________
	Basic	.111 ×	________ pcs. =	$ ________
BMC Entry	Saturation W/S	.059 ×	________ pcs. =	$ ________
	Carrier Route	.062 ×	________ pcs. =	$ ________
	3/5-Digit Presort	.086 ×	________ pcs. =	$ ________
	Basic	.099 ×	________ pcs. =	$ ________
SCF Entry	Saturation W/S	.054 ×	________ pcs. =	$ ________
	Carrier Route	.057 ×	________ pcs. =	$ ________
	3/5-Digit Presort	.081 ×	________ pcs. =	$ ________
	Basic	.094 ×	________ pcs. =	$ ________
DDU Entry	Saturation W/S	.049 ×	________ pcs. =	$ ________
	Carrier Route	.052 ×	________ pcs. =	$ ________
Total – Part B (Carry to front of form)				$ ________

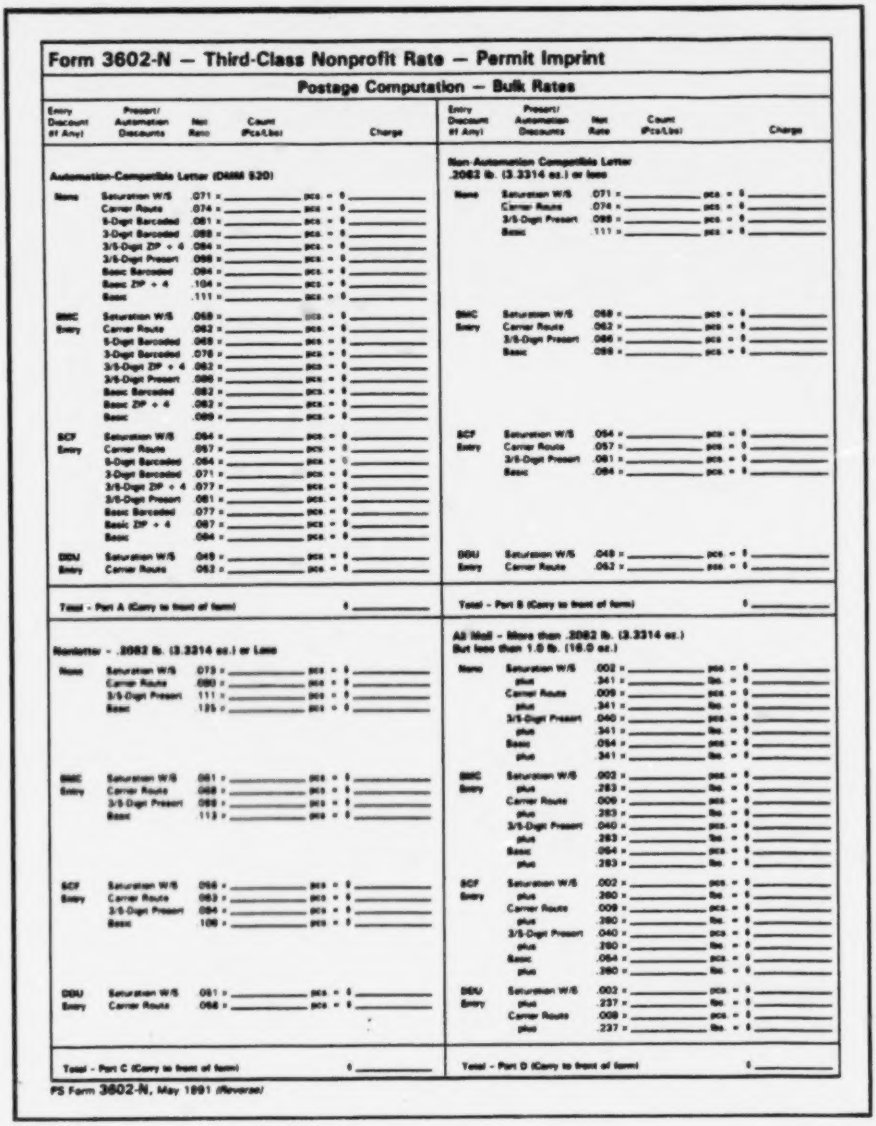
* All the pieces are pre-sorted.

BEST COPY AVAILABLE

READING

Compare the following 3 parts. What are the differences?

1

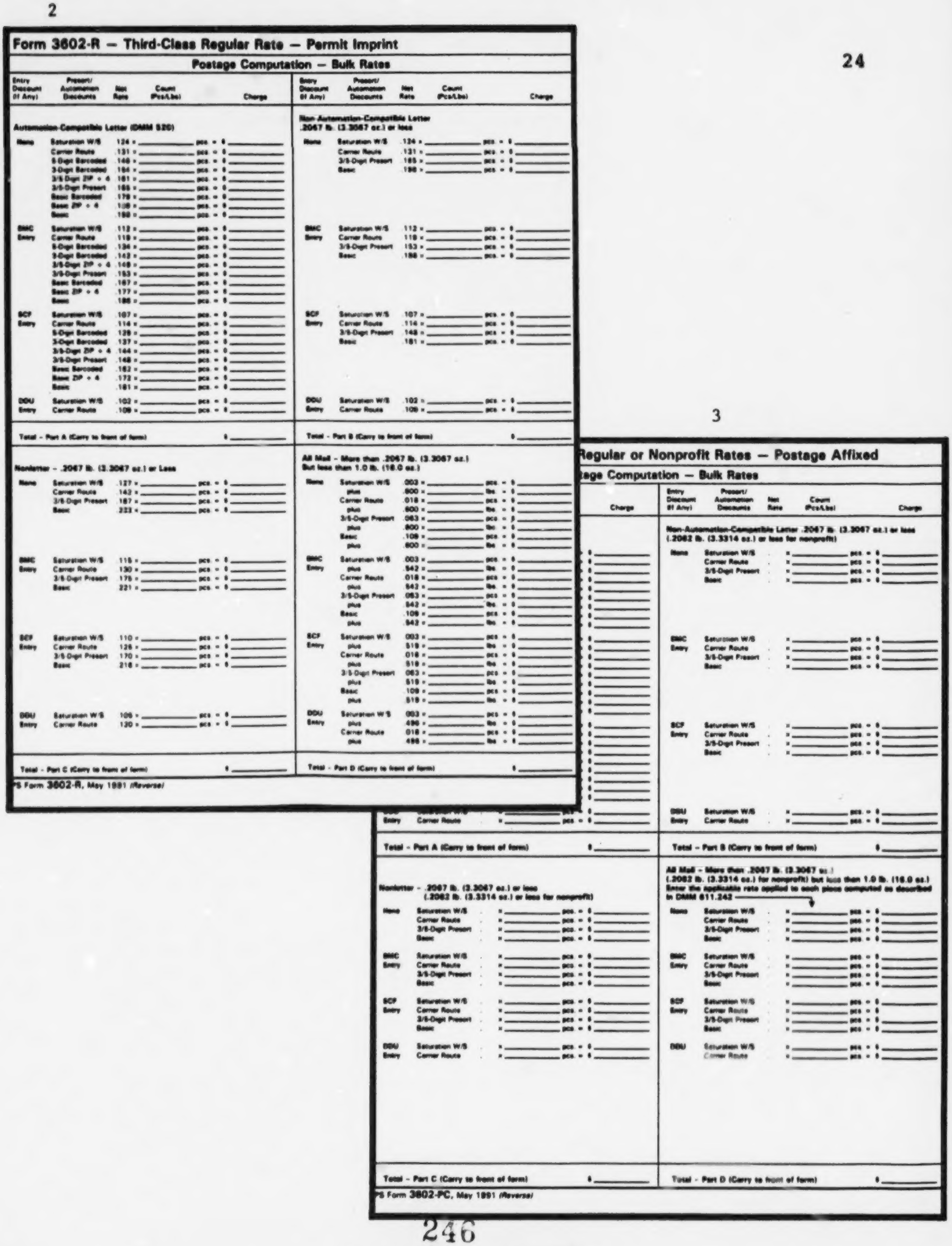


Form 3602-N — Third-Class Nonprofit Rate — Permit Imprint

Postage Computation — Bulk Rates

PS Form 3602-N, May 1991 (Reverse)

BEST COPY AVAILABLE



2

Form 3602-R — Third-Class Regular Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 =	______ pcs. =	$ ______
	Carrier Route	.131 =	______ pcs. =	$ ______
	5-Digit Barcoded	.146 =	______ pcs. =	$ ______
	3-Digit Barcoded	.154 =	______ pcs. =	$ ______
	3/5-Digit ZIP + 4	.161 =	______ pcs. =	$ ______
	3/5-Digit Presort	.165 =	______ pcs. =	$ ______
	Basic Barcoded	.179 =	______ pcs. =	$ ______
	Basic ZIP + 4	.189 =	______ pcs. =	$ ______
	Basic	.198 =	______ pcs. =	$ ______
BMC Entry	Saturation W/S	.112 =	______ pcs. =	$ ______
	Carrier Route	.119 =	______ pcs. =	$ ______
	5-Digit Barcoded	.134 =	______ pcs. =	$ ______
	3-Digit Barcoded	.142 =	______ pcs. =	$ ______
	3/5-Digit ZIP + 4	.149 =	______ pcs. =	$ ______
	3/5-Digit Presort	.153 =	______ pcs. =	$ ______
	Basic Barcoded	.167 =	______ pcs. =	$ ______
	Basic ZIP + 4	.177 =	______ pcs. =	$ ______
	Basic	.186 =	______ pcs. =	$ ______
SCF Entry	Saturation W/S	.107 =	______ pcs. =	$ ______
	Carrier Route	.114 =	______ pcs. =	$ ______
	5-Digit Barcoded	.129 =	______ pcs. =	$ ______
	3-Digit Barcoded	.137 =	______ pcs. =	$ ______
	3/5-Digit ZIP + 4	.144 =	______ pcs. =	$ ______
	3/5-Digit Presort	.148 =	______ pcs. =	$ ______
	Basic Barcoded	.162 =	______ pcs. =	$ ______
	Basic ZIP + 4	.172 =	______ pcs. =	$ ______
	Basic	.181 =	______ pcs. =	$ ______
DDU Entry	Saturation W/S	.102 =	______ pcs. =	$ ______
	Carrier Route	.109 =	______ pcs. =	$ ______

Total - Part A (Carry to front of form) $ ______

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 =	______ pcs. =	$ ______
	Carrier Route	.131 =	______ pcs. =	$ ______
	3/5-Digit Presort	.165 =	______ pcs. =	$ ______
	Basic	.198 =	______ pcs. =	$ ______
BMC Entry	Saturation W/S	.112 =	______ pcs. =	$ ______
	Carrier Route	.119 =	______ pcs. =	$ ______
	3/5-Digit Presort	.153 =	______ pcs. =	$ ______
	Basic	.186 =	______ pcs. =	$ ______
SCF Entry	Saturation W/S	.107 =	______ pcs. =	$ ______
	Carrier Route	.114 =	______ pcs. =	$ ______
	3/5-Digit Presort	.148 =	______ pcs. =	$ ______
	Basic	.181 =	______ pcs. =	$ ______
DDU Entry	Saturation W/S	.102 =	______ pcs. =	$ ______
	Carrier Route	.109 =	______ pcs. =	$ ______

Total - Part B (Carry to front of form) $ ______

Nonletter - .2067 lb. (3.3067 oz.) or Less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.127 =	______ pcs. =	$ ______
	Carrier Route	.142 =	______ pcs. =	$ ______
	3/5-Digit Presort	.187 =	______ pcs. =	$ ______
	Basic	.233 =	______ pcs. =	$ ______
BMC Entry	Saturation W/S	.115 =	______ pcs. =	$ ______
	Carrier Route	.130 =	______ pcs. =	$ ______
	3/5-Digit Presort	.175 =	______ pcs. =	$ ______
	Basic	.221 =	______ pcs. =	$ ______
SCF Entry	Saturation W/S	.110 =	______ pcs. =	$ ______
	Carrier Route	.125 =	______ pcs. =	$ ______
	3/5-Digit Presort	.170 =	______ pcs. =	$ ______
	Basic	.216 =	______ pcs. =	$ ______
DDU Entry	Saturation W/S	.105 =	______ pcs. =	$ ______
	Carrier Route	.120 =	______ pcs. =	$ ______

Total - Part C (Carry to front of form) $ ______

All Mail - More than .2067 lb. (3.3067 oz.) But less than 1.0 lb. (16.0 oz.)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.003 =	______ pcs. =	$ ______
	plus	.600 =	______ lbs. =	$ ______
	Carrier Route	.018 =	______ pcs. =	$ ______
	plus	.600 =	______ lbs. =	$ ______
	3/5-Digit Presort	.063 =	______ pcs. =	$ ______
	plus	.600 =	______ lbs. =	$ ______
	Basic	.109 =	______ pcs. =	$ ______
	plus	.600 =	______ lbs. =	$ ______
BMC Entry	Saturation W/S	.003 =	______ pcs. =	$ ______
	plus	.542 =	______ lbs. =	$ ______
	Carrier Route	.018 =	______ pcs. =	$ ______
	plus	.542 =	______ lbs. =	$ ______
	3/5-Digit Presort	.063 =	______ pcs. =	$ ______
	plus	.542 =	______ lbs. =	$ ______
	Basic	.109 =	______ pcs. =	$ ______
	plus	.542 =	______ lbs. =	$ ______
SCF Entry	Saturation W/S	.003 =	______ pcs. =	$ ______
	plus	.519 =	______ lbs. =	$ ______
	Carrier Route	.018 =	______ pcs. =	$ ______
	plus	.519 =	______ lbs. =	$ ______
	3/5-Digit Presort	.063 =	______ pcs. =	$ ______
	plus	.519 =	______ lbs. =	$ ______
	Basic	.109 =	______ pcs. =	$ ______
	plus	.519 =	______ lbs. =	$ ______
DDU Entry	Saturation W/S	.003 =	______ pcs. =	$ ______
	plus	.496 =	______ lbs. =	$ ______
	Carrier Route	.018 =	______ pcs. =	$ ______
	plus	.496 =	______ lbs. =	$ ______

Total - Part D (Carry to front of form) $ ______

PS Form **3602-R**, May 1991 *(Reverse)*

3

Regular or Nonprofit Rates — Postage Affixed

tage Computation — Bulk Rates

	Charge
	$ ______
Entry Carrier Route = ______ pcs. =	$ ______

Total - Part A (Carry to front of form) $ ______

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
BMC Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
SCF Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
DDU Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______

Total - Part B (Carry to front of form) $ ______

Nonletter - .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
BMC Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
SCF Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
DDU Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______

Total - Part C (Carry to front of form) $ ______

All Mail - More than .2067 lb. (3.3067 oz.) (.2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.) Enter the applicable rate applied to each piece computed as described in DMM 611.242 →

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
BMC Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
SCF Entry	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$
	3/5-Digit Presort	. =	______ pcs. =	$ ______
	Basic	. =	______ pcs. =	$ ______
DDU	Saturation W/S	. =	______ pcs. =	$ ______
	Carrier Route	. =	______ pcs. =	$ ______

Total - Part D (Carry to front of form) $ ______

PS Form **3602-PC**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

UNIT 4: STATEMENT OF MAILING WITH PERMIT IMPRINTS THIRD-CLASS MAIL (REGULAR RATES ONLY)

GETTING READY

Read the statements and check YES or NO.

	YES	NO
1. Only nonprofit organizations can use nonprofit rates.		
2. Bank of America and Bank of California can use nonprofit rates.		
3. Regular rates are higher than nonprofit rates.		
4. **To use regular rates, the indicia must be printed on each piece.**	✓	

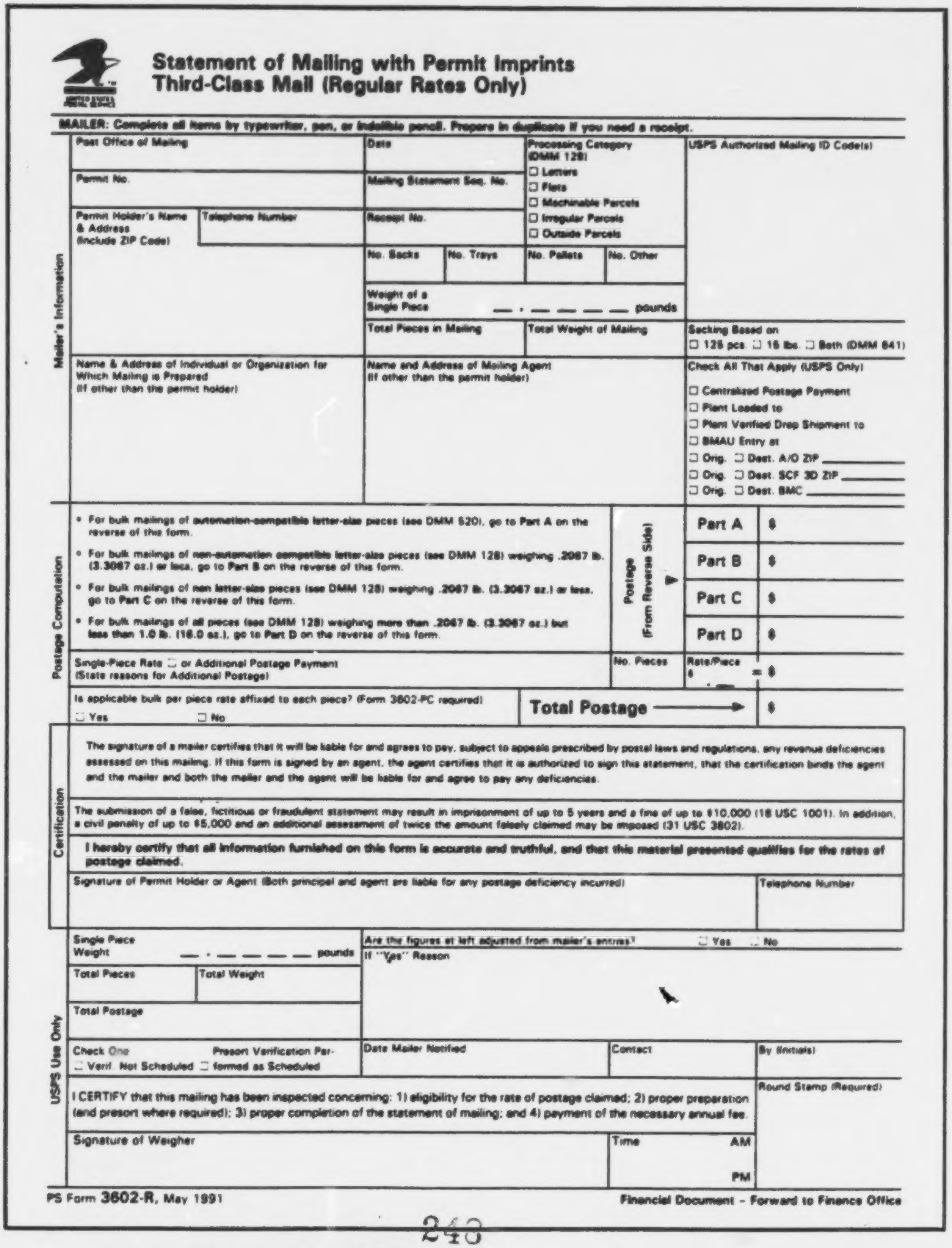
WRITING

Read the instruction and fill out both sides of the form.

> Mail 575 pieces of 5 x 3 letters for John Doe (see the sample letter). The letters are in bags, 125 pcs per bag. Each letter weighs less than 0.2082 lb. All the pieces are pre-sorted.

John Doe
123-1st Avenue
San Francisco, CA 94100

Bulk Rate
U.S. Postage
PAID
Anchorage, AK
Permit No. 12



Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks	No. Trays	No. Pallets	No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Name and Address of Mailing Agent (If other than the permit holder)

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ____________
☐ Orig. ☐ Dest. SCF 3D ZIP ____________
☐ Orig. ☐ Dest. BMC ____________

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2067 lb. (3.3067 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

The signature of a mailer certifies that it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing. If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the mailer and both the mailer and the agent will be liable for and agree to pay any deficiencies.

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight __ . __ __ __ __ pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Total Pieces

Total Weight

Total Postage

Check One
☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled

Date Mailer Notified

Contact

By (Initials)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the necessary annual fee.

Round Stamp (Required)

Signature of Weigher

Time AM PM

PS Form 3602-R, May 1991

Financial Document - Forward to Finance Office

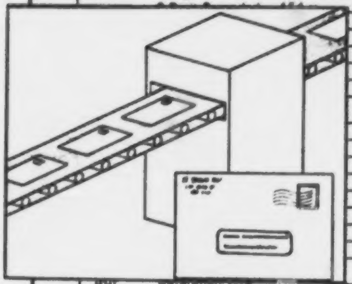
BEST COPY AVAILABLE

Form 3602-R — Third-Class Regular Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	5-Digit Barcoded	.146 ×	pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
			pcs. =	$
Entry	Carrier Route	.114 ×	pcs. =	$
	5-Digit Barcoded	.129 ×	pcs. =	$
	3-Digit Barcoded	.137 ×	pcs. =	$
	3/5-Digit ZIP + 4	.144 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic Barcoded	.162 ×	pcs. =	$
	Basic ZIP + 4	.172 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$



Total – Part A (Carry to front of form) $ ______

Non-Automation-Compatible Letter
.2067 lb. (3.3067 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	3/5-Digit Presort	.165 ×	pcs. =	$
	Basic	.198 ×	pcs. =	$
BMC Entry	Saturation W/S	.112 ×	pcs. =	$
	Carrier Route	.119 ×	pcs. =	$
	3/5-Digit Presort	.153 ×	pcs. =	$
	Basic	.186 ×	pcs. =	$
SCF Entry	Saturation W/S	.107 ×	pcs. =	$
	Carrier Route	.114 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$

Total – Part B (Carry to front of form) $ ______

Nonletter – .2067 lb. (3.3067 oz.) or Less

None	Saturation W/S	.127 ×	pcs. =	$
	Carrier Route	.142 ×	pcs. =	$
	3/5-Digit Presort	.187 ×	pcs. =	$
	Basic	.233 ×	pcs. =	$
BMC Entry	Saturation W/S	.115 ×	pcs. =	$
	Carrier Route	.130 ×	pcs. =	$
	3/5-Digit Presort	.175 ×	pcs. =	$
	Basic	.221 ×	pcs. =	$
SCF Entry	Saturation W/S	.110 ×	pcs. =	$
	Carrier Route	.125 ×	pcs. =	$
	3/5-Digit Presort	.170 ×	pcs. =	$
	Basic	.216 ×	pcs. =	$
DDU Entry	Saturation W/S	.105 ×	pcs. =	$
	Carrier Route	.120 ×	pcs. =	$

Total – Part C (Carry to front of form) $ ______

All Mail – More than .2067 lb. (3.3067 oz.)
But less than 1.0 lb. (16.0 oz.)

None	Saturation W/S	.003 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
BMC Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
SCF Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
DDU Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.496 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.496 ×	lbs. =	$

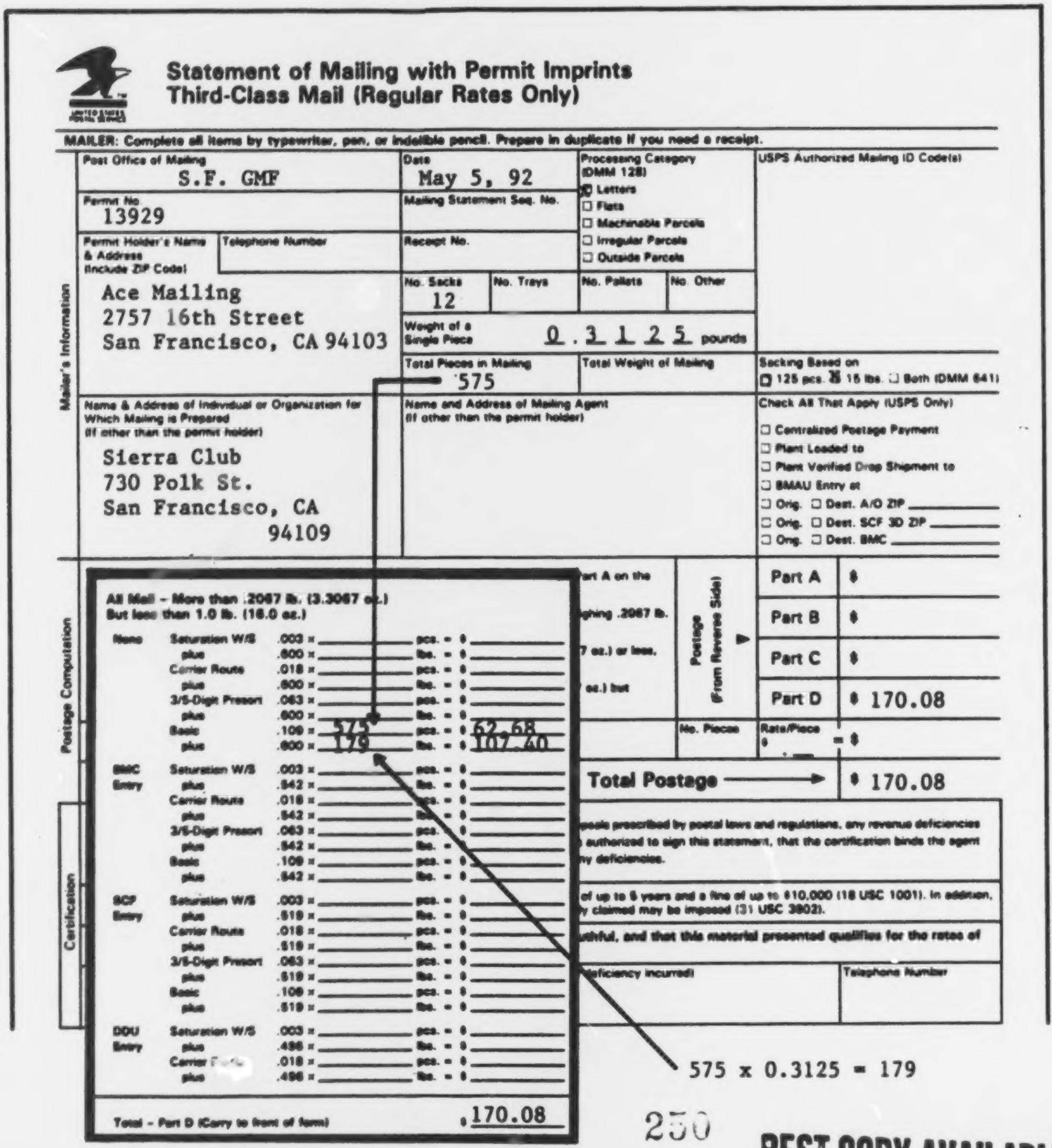
Total – Part D (Carry to front of form) $ ______

PS Form **3602-R**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

READING

If the weight of a single piece is between 0.2082 and 1 lb., then
1) Write the weight (1 lb. = 16 oz.) on the front page of the form.
2) Go to Part D on the back.
3) Write the "Basic" rate and "Plus" rate (total pieces x weight of a single piece).
4) Calculate the postage.



Statement of Mailing with Permit Imprints
Third-Class Mail (Regular Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Date: May 5, 92
Processing Category (DMM 128): ☒ Letters ☐ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels
USPS Authorized Mailing ID Code(s):
Permit No.: 13929
Mailing Statement Seq. No.:
Permit Holder's Name & Address (Include ZIP Code):
Ace Mailing
2757 16th Street
San Francisco, CA 94103
Telephone Number:
Receipt No.:
No. Sacks: 12
No. Trays:
No. Pallets:
No. Other:
Weight of a Single Piece: 0.3125 pounds
Total Pieces in Mailing: 575
Total Weight of Mailing:
Sacking Based on ☐ 125 pcs. ☒ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
Sierra Club
730 Polk St.
San Francisco, CA
94109
Name and Address of Mailing Agent (If other than the permit holder):
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP
☐ Orig. ☐ Dest. SCF 3D ZIP
☐ Orig. ☐ Dest. BMC

Postage Computation

art A on the
ghing .2067 lb.
7 oz.) or less.
7 oz.) but

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$ 170.08

No. Pieces
Rate/Piece $ = $

Total Postage → $ 170.08

Certification

pcols prescribed by postal laws and regulations, any revenue deficiencies
authorized to sign this statement, that the certification binds the agent
ny deficiencies.

of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition,
y claimed may be imposed (31 USC 3802).

uthful, and that this material presented qualifies for the rates of

deficiency incurred)
Telephone Number

All Mail – More than .2067 lb. (3.3067 oz.)
But less than 1.0 lb. (16.0 oz.)

None	Saturation W/S	.003 ×		pcs. =	$
	plus	.600 ×		lbs. =	$
	Carrier Route	.018 ×		pcs. =	$
	plus	.600 ×		lbs. =	$
	3/5-Digit Presort	.063 ×		pcs. =	$
	plus	.600 ×		lbs. =	$
	Basic	.109 ×	575	pcs. =	$ 62.68
	plus	.600 ×	179	lbs. =	$ 107.40
BMC Entry	Saturation W/S	.003 ×		pcs. =	$
	plus	.542 ×		lbs. =	$
	Carrier Route	.018 ×		pcs. =	$
	plus	.542 ×		lbs. =	$
	3/5-Digit Presort	.063 ×		pcs. =	$
	plus	.542 ×		lbs. =	$
	Basic	.109 ×		pcs. =	$
	plus	.542 ×		lbs. =	$
SCF Entry	Saturation W/S	.003 ×		pcs. =	$
	plus	.519 ×		lbs. =	$
	Carrier Route	.018 ×		pcs. =	$
	plus	.519 ×		lbs. =	$
	3/5-Digit Presort	.063 ×		pcs. =	$
	plus	.519 ×		lbs. =	$
	Basic	.109 ×		pcs. =	$
	plus	.519 ×		lbs. =	$
DDU Entry	Saturation W/S	.003 ×		pcs. =	$
	plus	.496 ×		lbs. =	$
	Carrier Route	.018 ×		pcs. =	$
	plus	.496 ×		lbs. =	$

Total – Part D (Carry to front of form) $ 170.08

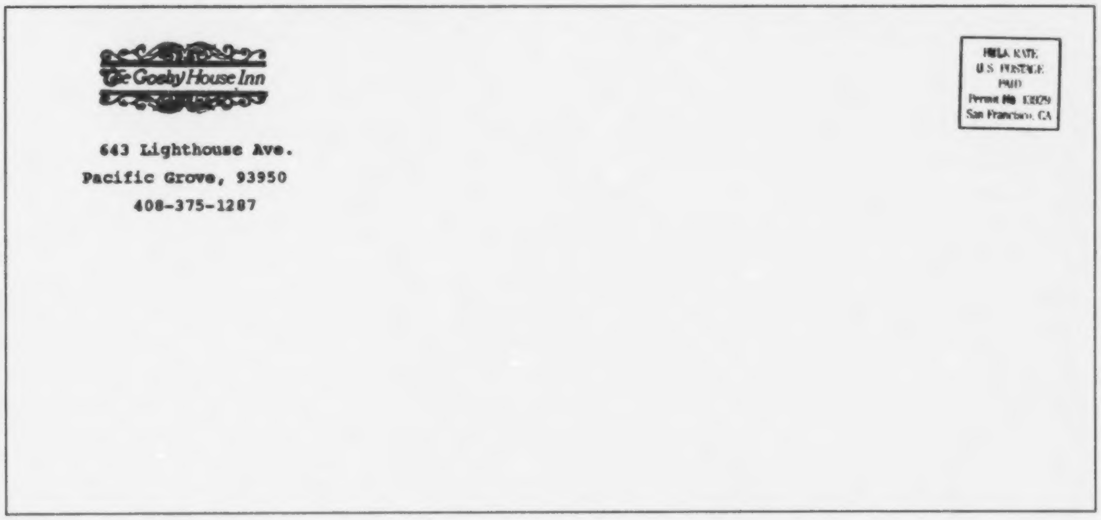
575 x 0.3125 = 179

BEST COPY AVAILABLE

WRITING

Read the instruction and fill out both sides of the form.

A.
Mail 575 brochures (8 x 5.5) for The Gosby House Inn. They are in 12 P.S. bags, 125 or more pieces per bag. Each brochure weighs 0.3325 lb.

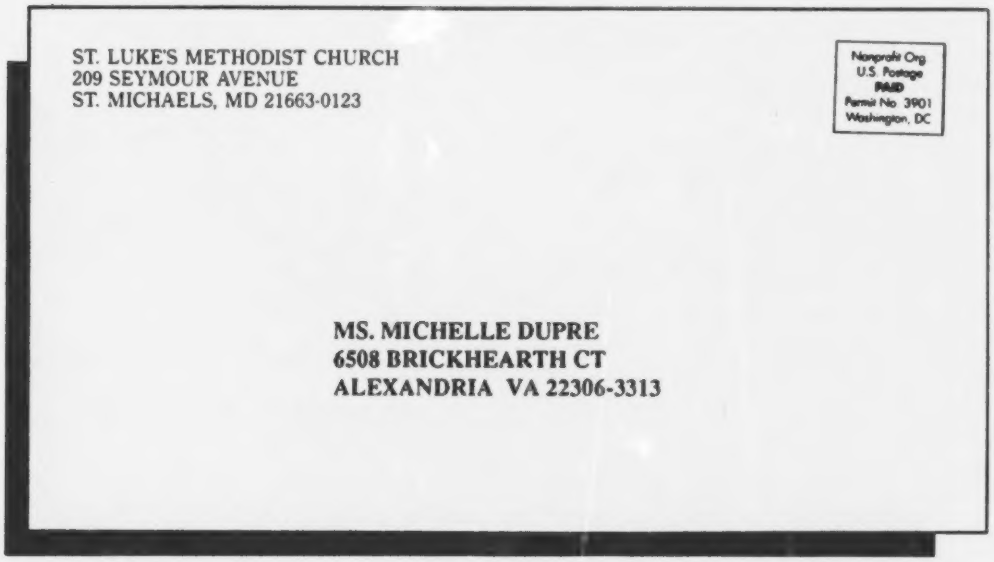


The Gosby House Inn

643 Lighthouse Ave.
Pacific Grove, 93950
408-375-1287

BULK RATE
U.S. POSTAGE
PAID
Permit No. [illegible]
San Francisco, CA

B.
Mail 300 booklets for St. Luke's Methodist Church. They are in 13 P.S. bags. Each booklet weighs 0.65 lb. Use the correct form and fill out both sides.



ST. LUKE'S METHODIST CHURCH
209 SEYMOUR AVENUE
ST. MICHAELS, MD 21663-0123

Nonprofit Org
U.S. Postage
PAID
Permit No 3901
Washington, DC

MS. MICHELLE DUPRE
6508 BRICKHEARTH CT
ALEXANDRIA VA 22306-3313

UNITED STATES POSTAL SERVICE

Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks

No. Trays

No. Pallets

No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Name and Address of Mailing Agent (If other than the permit holder)

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of **automation-compatible letter-size pieces** (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size pieces** (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size pieces** (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less, go to **Part C** on the reverse of this form.
- For bulk mailings of **all pieces** (see DMM 128) weighing more than .2067 lb. (3.3067 oz.) but less than 1.0 lb. (16.0 oz.), go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $ __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

The signature of a mailer certifies that it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing. If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the mailer and both the mailer and the agent will be liable for and agree to pay any deficiencies.

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight __ . __ __ __ __ pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Total Pieces

Total Weight

Total Postage

Check One
☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled

Date Mailer Notified

Contact

By (Initials)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the necessary annual fee.

Round Stamp (Required)

Signature of Weigher

Time AM PM

PS Form **3602-R**, May 1991

Financial Document - Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-R — Third-Class Regular Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	5-Digit Barcoded	.146 ×	pcs. =	$
	3-Digit Barcoded	.154 ×	pcs. =	$
	3/5-Digit ZIP + 4	.161 ×	pcs. =	$
	3/5-Digit Presort	.165 ×	pcs. =	$
	Basic Barcoded	.179 ×	pcs. =	$
	Basic ZIP + 4	.189 ×	pcs. =	$
	Basic	.198 ×	pcs. =	$
BMC Entry	Saturation W/S	.112 ×	pcs. =	$
	Carrier Route	.119 ×	pcs. =	$
	5-Digit Barcoded	.134 ×	pcs. =	$
	3-Digit Barcoded	.142 ×	pcs. =	$
	3/5-Digit ZIP + 4	.149 ×	pcs. =	$
	3/5-Digit Presort	.153 ×	pcs. =	$
	Basic Barcoded	.167 ×	pcs. =	$
	Basic ZIP + 4	.177 ×	pcs. =	$
	Basic	.186 ×	pcs. =	$
SCF Entry	Saturation W/S	.107 ×	pcs. =	$
	Carrier Route	.114 ×	pcs. =	$
	5-Digit Barcoded	.129 ×	pcs. =	$
	3-Digit Barcoded	.137 ×	pcs. =	$
	3/5-Digit ZIP + 4	.144 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic Barcoded	.162 ×	pcs. =	$
	Basic ZIP + 4	.172 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$

Total – Part A (Carry to front of form) $ ____________

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	3/5-Digit Presort	.165 ×	pcs. =	$
	Basic	.198 ×	pcs. =	$
BMC Entry	Saturation W/S	.112 ×	pcs. =	$
	Carrier Route	.119 ×	pcs. =	$
	3/5-Digit Presort	.153 ×	pcs. =	$
	Basic	.186 ×	pcs. =	$
SCF Entry	Saturation W/S	.107 ×	pcs. =	$
	Carrier Route	.114 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$

Total – Part B (Carry to front of form) $ ____________

Nonletter – .2067 lb. (3.3067 oz.) or Less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.127 ×	pcs. =	$
	Carrier Route	.142 ×	pcs. =	$
	3/5-Digit Presort	.187 ×	pcs. =	$
	Basic	.233 ×	pcs. =	$
BMC Entry	Saturation W/S	.115 ×	pcs. =	$
	Carrier Route	.130 ×	pcs. =	$
	3/5-Digit Presort	.175 ×	pcs. =	$
	Basic	.221 ×	pcs. =	$
SCF Entry	Saturation W/S	.110 ×	pcs. =	$
	Carrier Route	.125 ×	pcs. =	$
	3/5-Digit Presort	.170 ×	pcs. =	$
	Basic	.216 ×	pcs. =	$
DDU Entry	Saturation W/S	.105 ×	pcs. =	$
	Carrier Route	.120 ×	pcs. =	$

Total – Part C (Carry to front of form) $ ____________

All Mail – More than .2067 lb. (3.3067 oz.) But less than 1.0 lb. (16.0 oz.)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.003 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
BMC Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
SCF Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
DDU Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.496 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.496 ×	lbs. =	$

Total – Part D (Carry to front of form) $ ____________

PS Form **3602-R**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks | No. Trays | No. Pallets | No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces | Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight __ . __ __ __ __ pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Total Pieces | Total Weight

Total Postage

Check One Presort Verification Performed as Scheduled
☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled

Date Mailer Notified

Contact

By (Initials)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and (4) payment of the required annual fee.

Round Stamp (Required)

Signature of Weigher

Time AM PM

PS Form **3602-N**, May 1991

Financial Document – Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-N — Third-Class Nonprofit Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.071 ×	pcs. =	$
	Carrier Route	.074 ×	pcs. =	$
	5-Digit Barcoded	.081 ×	pcs. =	$
	3-Digit Barcoded	.088 ×	pcs. =	$
	3/5-Digit ZIP + 4	.094 ×	pcs. =	$
	3/5-Digit Presort	.098 ×	pcs. =	$
	Basic Barcoded	.094 ×	pcs. =	$
	Basic ZIP + 4	.104 ×	pcs. =	$
	Basic	.111 ×	pcs. =	$
BMC Entry	Saturation W/S	.059 ×	pcs. =	$
	Carrier Route	.062 ×	pcs. =	$
	5-Digit Barcoded	.069 ×	pcs. =	$
	3-Digit Barcoded	.076 ×	pcs. =	$
	3/5-Digit ZIP + 4	.082 ×	pcs. =	$
	3/5-Digit Presort	.086 ×	pcs. =	$
	Basic Barcoded	.082 ×	pcs. =	$
	Basic ZIP + 4	.092 ×	pcs. =	$
	Basic	.099 ×	pcs. =	$
SCF Entry	Saturation W/S	.054 ×	pcs. =	$
	Carrier Route	.057 ×	pcs. =	$
	5-Digit Barcoded	.064 ×	pcs. =	$
	3-Digit Barcoded	.071 ×	pcs. =	$
	3/5-Digit ZIP + 4	.077 ×	pcs. =	$
	3/5-Digit Presort	.081 ×	pcs. =	$
	Basic Barcoded	.077 ×	pcs. =	$
	Basic ZIP + 4	.087 ×	pcs. =	$
	Basic	.094 ×	pcs. =	$
DDU Entry	Saturation W/S	.049 ×	pcs. =	$
	Carrier Route	.052 ×	pcs. =	$

Total – Part A (Carry to front of form) $ ____________

Nonletter – .2082 lb. (3.3314 oz.) or Less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.073 ×	pcs. =	$
	Carrier Route	.080 ×	pcs. =	$
	3/5-Digit Presort	.111 ×	pcs. =	$
	Basic	.125 ×	pcs. =	$
BMC Entry	Saturation W/S	.061 ×	pcs. =	$
	Carrier Route	.068 ×	pcs. =	$
	3/5-Digit Presort	.099 ×	pcs. =	$
	Basic	.113 ×	pcs. =	$
SCF Entry	Saturation W/S	.056 ×	pcs. =	$
	Carrier Route	.063 ×	pcs. =	$
	3/5-Digit Presort	.094 ×	pcs. =	$
	Basic	.108 ×	pcs. =	$
DDU Entry	Saturation W/S	.051 ×	pcs. =	$
	Carrier Route	.058 ×	pcs. =	$

Total – Part C (Carry to front of form) $ ____________

Non-Automation Compatible Letter
.2082 lb. (3.3314 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.071 ×	pcs. =	$
	Carrier Route	.074 ×	pcs. =	$
	3/5-Digit Presort	.098 ×	pcs. =	$
	Basic	.111 ×	pcs. =	$
BMC Entry	Saturation W/S	.059 ×	pcs. =	$
	Carrier Route	.062 ×	pcs. =	$
	3/5-Digit Presort	.086 ×	pcs. =	$
	Basic	.099 ×	pcs. =	$
SCF Entry	Saturation W/S	.054 ×	pcs. =	$
	Carrier Route	.057 ×	pcs. =	$
	3/5-Digit Presort	.081 ×	pcs. =	$
	Basic	.094 ×	pcs. =	$
DDU Entry	Saturation W/S	.049 ×	pcs. =	$
	Carrier Route	.052 ×	pcs. =	$

Total – Part B (Carry to front of form) $ ____________

All Mail – More than .2082 lb. (3.3314 oz.)
But less than 1.0 lb. (16.0 oz.)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.002 ×	pcs. =	$
	plus	.341 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.341 ×	lbs. =	$
	3/5-Digit Presort	.040 ×	pcs. =	$
	plus	.341 ×	lbs. =	$
	Basic	.054 ×	pcs. =	$
	plus	.341 ×	lbs. =	$
BMC Entry	Saturation W/S	.002 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
	3/5-Digit Presort	.040 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
	Basic	.054 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
SCF Entry	Saturation W/S	.002 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
	3/5-Digit Presort	.040 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
	Basic	.054 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
DDU Entry	Saturation W/S	.002 ×	pcs. =	$
	plus	.237 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.237 ×	lbs. =	$

Total – Part D (Carry to front of form) $ ____________

PS Form **3602-N**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

UNIT 5: STATEMENT OF MAILING WITH METER OR PRECANCELED POSTAGE AFFIXED BULK THIRD-CLASS MAIL (REGULAR OR NONPROFIT RATES)

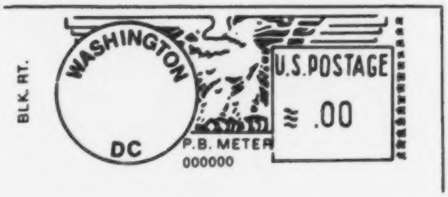
Vocabulary: bulk affix precanceled

GETTING READY

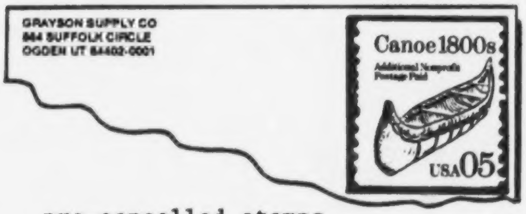
Read the following statements and check YES or NO.

YES **NO**

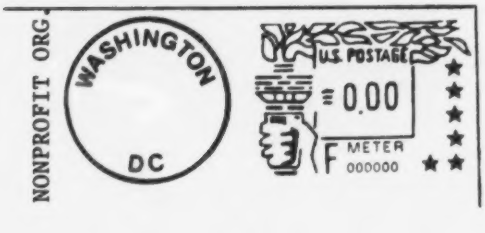
1. This form is for mailings without indicia. ____ ____
2. This form is for nonprofit organizations or for-profit companies. ____ ____
3. Ace Mailing needs to affix 29¢ stamps on the mailings using this form. ____ ____
4. Ace Mailing has a permit to meter mailings using this form. It's authorized to meter postage. ____ ____
5. Because Ace Mailing is authorized to affix meter postage for bulk third-class mail, Ace Mailing is the Permit Holder. ____ ____


BLK. RT.
WASHINGTON
DC
U.S. POSTAGE
.00
P.B. METER
000000

Meter Stamps

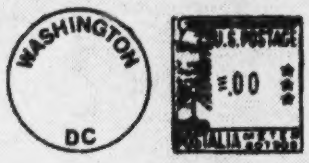

GRAYSON SUPPLY CO
844 SUFFOLK CIRCLE
OGDEN UT 84402-0001
Canoe 1800s
Additional Nonprofit Postage Paid
USA 05

pre-cancelled stamps

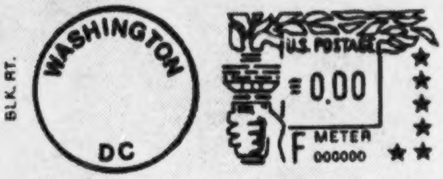

NONPROFIT ORG.
WASHINGTON
DC
U.S. POSTAGE
0.00
F
METER
000000

METERED POSTAGE

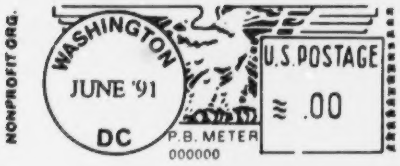
Example A:


WASHINGTON
DC
U.S. POSTAGE
.00

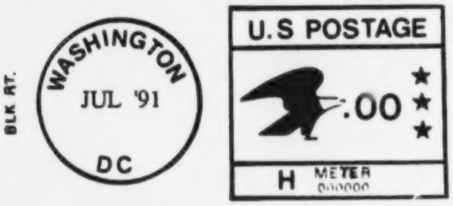
Example B:


BLK. RT.
WASHINGTON
DC
U.S. POSTAGE
0.00
F
METER
000000

Example C:

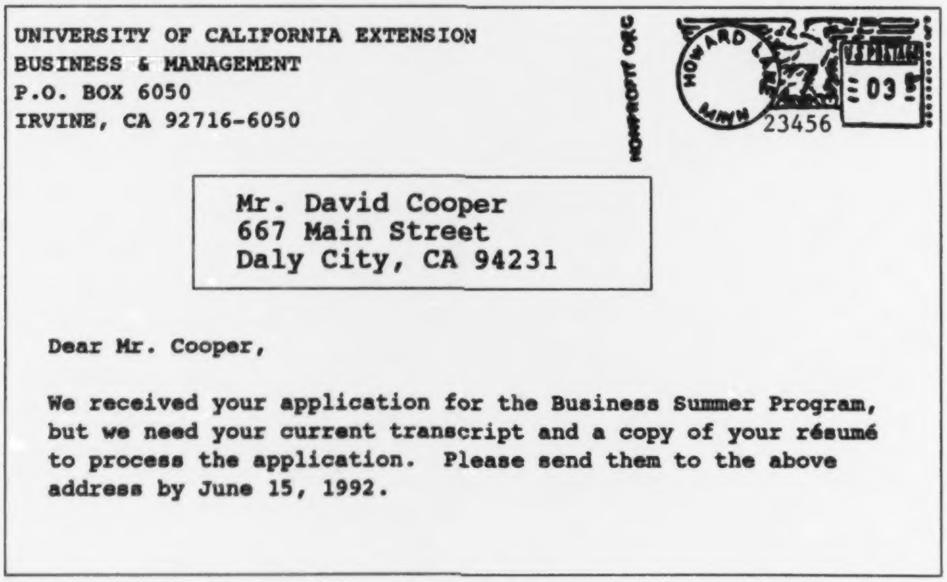

NONPROFIT ORG.
WASHINGTON
JUNE '91
DC
U.S. POSTAGE
.00
P.B. METER
000000

Example D:


BLK. RT.
WASHINGTON
JUL '91
DC
U.S POSTAGE
.00
H
METER
000000

READING

Look at the sample postcard and form. Then read the following questions (on page 33) and circle or write the correct answers.


NONPROFIT ORG
HOWARD
MINN
U.S. POSTAGE
.03
23456

UNIVERSITY OF CALIFORNIA EXTENSION
BUSINESS & MANAGEMENT
P.O. BOX 6050
IRVINE, CA 92716-6050

Mr. David Cooper
667 Main Street
Daly City, CA 94231

Dear Mr. Cooper,

We received your application for the Business Summer Program, but we need your current transcript and a copy of your résumé to process the application. Please send them to the above address by June 15, 1992.

Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment
☒ Meter Postage
☐ Precanceled Stamps

MAILER: Complete all items by typewriter, pen, or indelible pencil. Use Form 3606 if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF

Date: 5/31/92

Processing Category (DMM 128): ☒ Letters ☐ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels

USPS Authorized Mailing ID Code(s):

Permit No.: 23456

Mailing Statement Seq. No.:

Permit Holder's Name & Address (Include ZIP Code):
Ace Mailing
2757 16th Street
SF, CA 94103

Telephone Number: 863-4223

Receipt No.:

No. Sacks: 3
No. Trays:
No. Pallets:
No. Other:

Weight of a Single Piece: — . — — — — pounds

Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☒ No

Total Pieces in Mailing: 575

Total Weight of Mailing:

Sacking Based on ☒ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
University of California Extension
Business and Management
P.O. Box 6050
Irvine, CA 92716-6050

Authorized to use nonprofit rates? (DMM 625)* ☒ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder):

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ DMM 144.8 Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520) go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2067 lb. (3.3067 oz.) (or .2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$ 20.13
Part C	$
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces:
Rate/Piece $. __ = $

Is additional bulk pound rate paid by permit imprint? (3602-R or N required) ☐ Y ☐ N

Postage affixed at (Check one) ☐ Correct Rate ☐ Lowest Rate ☐ Neither (DMM 661.324)

Total Postage ⟶ $ 20.13

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred): Antonio

Telephone Number: 863-4223

USPS Use Only

Single Piece Weight — . — — — — pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Check One
☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled

Date Mailer Notified:
Contact:
By (Initials):

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the required annual fee.

Round Stamp (Required)

Signature of Weigher:
Time AM PM

PS Form 3602-PC, May 1991

Financial Document – Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-PC — Third-Class Regular or Nonprofit Rates — Postage Affixed

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	5-Digit Barcoded		× pcs.	= $
	3-Digit Barcoded		× pcs.	= $
	3/5-Digit ZIP + 4		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic Barcoded		× pcs.	= $
	Basic ZIP + 4		× pcs.	= $
	Basic		× pcs.	= $
BMC Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	5-Digit Barcoded		× pcs.	= $
	3-Digit Barcoded		× pcs.	= $
	3/5-Digit ZIP + 4		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic Barcoded		× pcs.	= $
	Basic ZIP + 4		× pcs.	= $
	Basic		× pcs.	= $
SCF Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	5-Digit Barcoded		× pcs.	= $
	3-Digit Barcoded		× pcs.	= $
	3/5-Digit ZIP + 4		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic Barcoded		× pcs.	= $
	Basic ZIP + 4		× pcs.	= $
	Basic		× pcs.	= $
DDU Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $

Total - Part A (Carry to front of form) $

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort	0.035	× 575 pcs.	= $ 20.13
	Basic		× pcs.	= $
BMC Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
SCF Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
DDU Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $

Total - Part B (Carry to front of form) $ 20.13

Nonletter - .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
BMC Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
SCF Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
DDU Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $

Total - Part C (Carry to front of form) $

All Mail - More than .2067 lb. (3.3067 oz.) (.2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.) Enter the applicable rate applied to each piece computed as described in DMM 611.242 →

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	•3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
BMC Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
SCF Entry	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $
	3/5-Digit Presort		× pcs.	= $
	Basic		× pcs.	= $
DDU	Saturation W/S		× pcs.	= $
	Carrier Route		× pcs.	= $

Total - Part D (Carry to front of form) $

PS Form **3602-PC**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

YES NO

1. Do the mailings have permit imprints (indicia)? ____ ____
2. Are the postcards affixed with precanceled stamps? ____ ____
3. The postage is metered by Ace Mailing. ____ ____
4. Ace Mailing is the permit holder. ____ ____
5. The postcards are in sacks; 125 pieces per sack and the total weight is less than 15 lb. per sack. ____ ____

6. How many sacks are there in total? ____________

7. How much does each postcard weigh? Less than ______ lb.

8. What size are the mailings? ____________

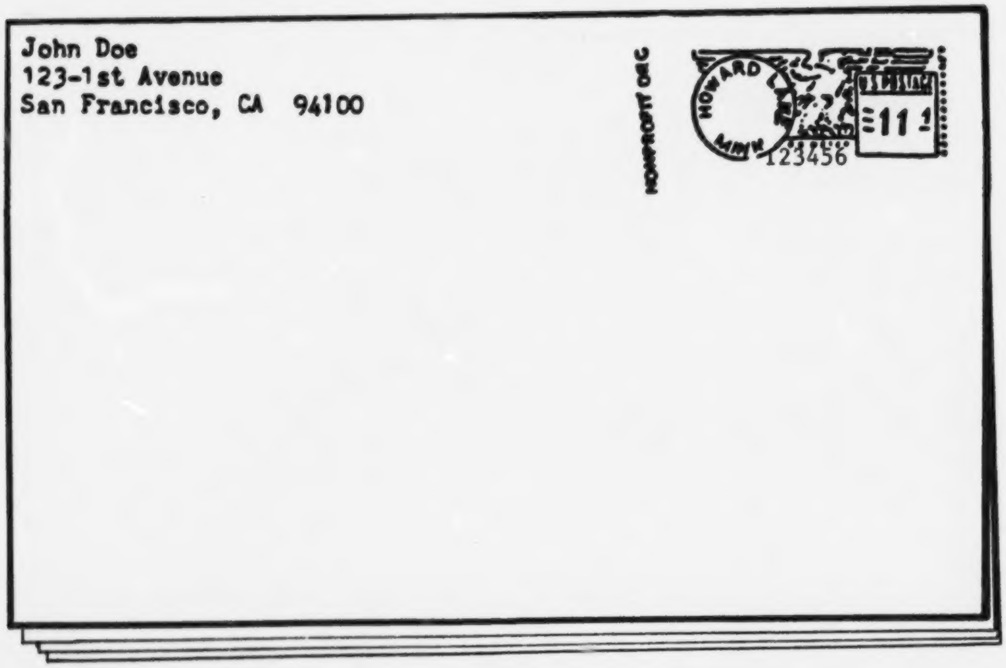
9. How much is it per piece? ____________

10. What's the total postage? ____________

WRITING

Read the instruction and fill out the form.

Mail 300 brochures for John Doe (see the following sample). Meter the postage of 11.1¢ on each brochure. They are in 2 P.S. bags. Each brochure is 9 x 12 and it weighs 8 oz. Fill out the form.



John Doe
123-1st Avenue
San Francisco, CA 94100

UNITED STATES POSTAL SERVICE

Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment
☐ Meter Postage
☐ Precanceled Stamps

MAILER: Complete all items by typewriter, pen, or indelible pencil. Use Form 3606 if you need a receipt.

Mailer's Information

Post Office of Mailing

Date

Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)

Telephone Number

Receipt No.

No. Sacks

No. Trays

No. Pallets

No. Other

Weight of a Single Piece __ . __ __ __ __ pounds

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Total Pieces in Mailing

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ DMM 144.8 Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520) go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2067 lb. (3.3067 oz.) (or .2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. __ = $

Is additional bulk pound rate paid by permit imprint? (3602-R or N required) ☐ Y ☐ N

Postage affixed at (Check one) ☐ Correct Rate ☐ Lowest Rate ☐ Neither (DMM 661.324)

Total Postage → $

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight __ . __ __ __ __ pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Check One
☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled

Date Mailer Notified

Contact

By (Initials)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the required annual fee.

Round Stamp (Required)

Signature of Weigher

Time AM PM

PS Form 3602-PC, May 1991

Financial Document – Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-PC — Third-Class Regular or Nonprofit Rates — Postage Affixed

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	5-Digit Barcoded	.	× ________ pcs. =	$ ________
	3-Digit Barcoded	.	× ________ pcs. =	$ ________
	3/5-Digit ZIP + 4	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic Barcoded	.	× ________ pcs. =	$ ________
	Basic ZIP + 4	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
BMC Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	5-Digit Barcoded	.	× ________ pcs. =	$ ________
	3-Digit Barcoded	.	× ________ pcs. =	$ ________
	3/5-Digit ZIP + 4	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic Barcoded	.	× ________ pcs. =	$ ________
	Basic ZIP + 4	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
SCF Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	5-Digit Barcoded	.	× ________ pcs. =	$ ________
	3-Digit Barcoded	.	× ________ pcs. =	$ ________
	3/5-Digit ZIP + 4	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic Barcoded	.	× ________ pcs. =	$ ________
	Basic ZIP + 4	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
DDU Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________

Total – Part A (Carry to front of form) $ ________

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
BMC Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
SCF Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
DDU Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________

Total – Part B (Carry to front of form) $ ________

Nonletter – .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

None	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
BMC Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
SCF Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
DDU Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________

Total – Part C (Carry to front of form) $ ________

All Mail – More than .2067 lb. (3.3067 oz.) (.2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.) Enter the applicable rate applied to each piece computed as described in DMM 611.242

None	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
BMC Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
SCF Entry	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________
	3/5-Digit Presort	.	× ________ pcs. =	$ ________
	Basic	.	× ________ pcs. =	$ ________
DDU	Saturation W/S	.	× ________ pcs. =	$ ________
	Carrier Route	.	× ________ pcs. =	$ ________

Total – Part D (Carry to front of form) $ ________

PS Form **3602-PC**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

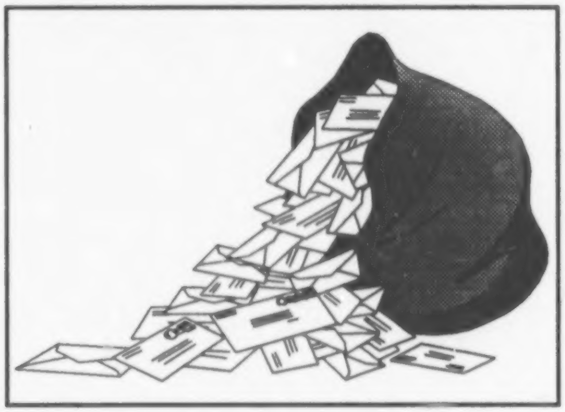
REVIEW

Summarize the differences among the three forms:

1. Statement of Mailing with Permit Imprints
   Third-Class Mail (Nonprofit Rates Only)

2. Statement of Mailing with Permit Imprints
   Third-Class Mail (Regular Rates Only)

3. Statement of Mailing with Meter or Precanceled Postage Affixed
   Bulk Third-Class Mail (Regular or Nonprofit Rates)



ACE MAILING TEACHERS' NOTES

MODULE 5

LISTENING SCRIPT AND ANSWER KEY

UNIT 1

MATCHING -- p.2

1. a
2. b
3. b
4. d
5. c
6. c

READING -- p.3

1. Letters
2. Letters
3. Machinable parcels
4. Flats
5. Machinable Parcels
6. Irregular Parcels
7. Flats
8. Irregular Parcels
9. Machinable Parcels
10. Letters

GETTING READY -- P.4

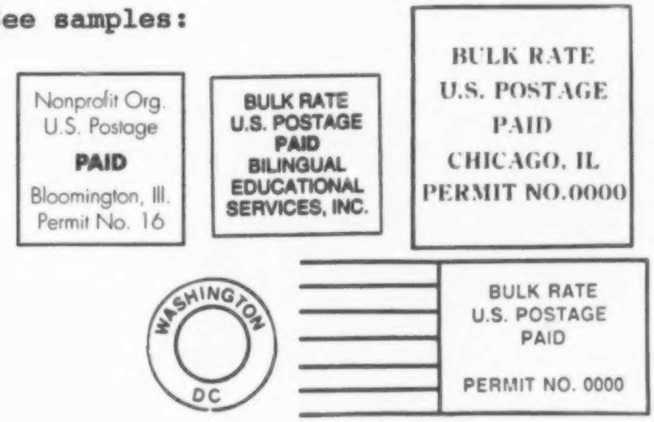
1. __✓__ Personal letters are first-class mail.
__✓__ Third-class mail is printed material.
_____ First-class mail is faster than third-class.
_____ Third-class mail is heavier than first-class.
__✓__ First-class rates are higher than third-class.

2. 1) Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)--PS Form 3602-N
2) Statement of Mailing with Permit Imprints
Third-Class Mail (Regular Rates Only)--PS Form 3602-R
3) Statement of Mailing with Meter or Precanceled Postage Affixed
Bulk Third-Class Mail (Regular or Nonprofit Rates)--PS Form 3602-PC

3. A minimum of 200 pieces or 50 pounds.

4. Yes

5. See samples:

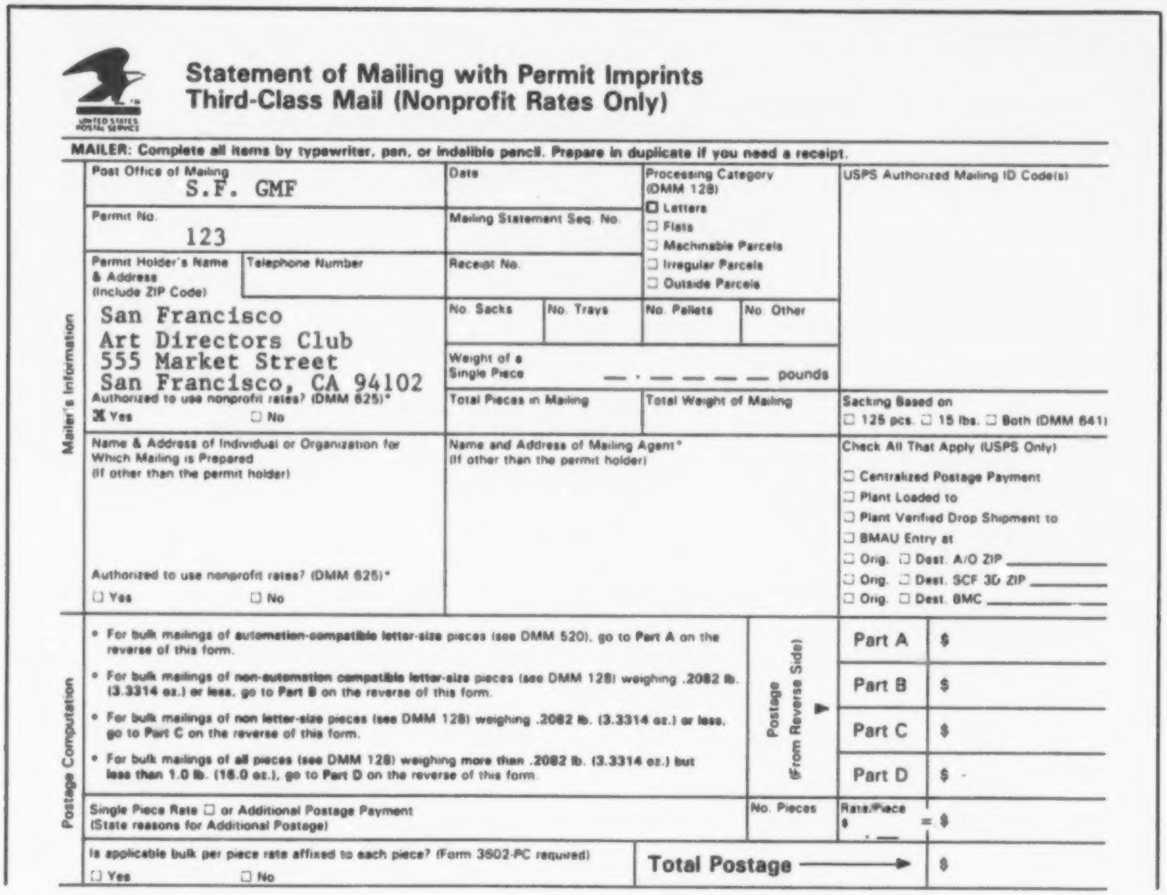

Nonprofit Org.
U.S. Postage
PAID
Bloomington, Ill.
Permit No. 16
BULK RATE
U.S. POSTAGE
PAID
BILINGUAL
EDUCATIONAL
SERVICES, INC.
BULK RATE
U.S. POSTAGE
PAID
CHICAGO, IL
PERMIT NO.0000
WASHINGTON
DC
BULK RATE
U.S. POSTAGE
PAID
PERMIT NO. 0000

UNIT 2

READING -- p.8

1. S.F. Museum of Modern Art
   Oriental Gallery
   Fort Mason Building A
   S.F. CA 94123
2. 4321
3. True
4. Yes

WRITING -- p.9



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Date:
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s):
Permit No.: 123
Mailing Statement Seq. No.:
Permit Holder's Name & Address (Include ZIP Code):
San Francisco
Art Directors Club
555 Market Street
San Francisco, CA 94102
Telephone Number:
Receipt No.:
No. Sacks: No. Trays: No. Pallets: No. Other:
Weight of a Single Piece ___ . ___ ___ ___ ___ pounds
Authorized to use nonprofit rates? (DMM 625)* ☒ Yes ☐ No
Total Pieces in Mailing:
Total Weight of Mailing:
Sacking Based on ☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder):
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size** pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ▶

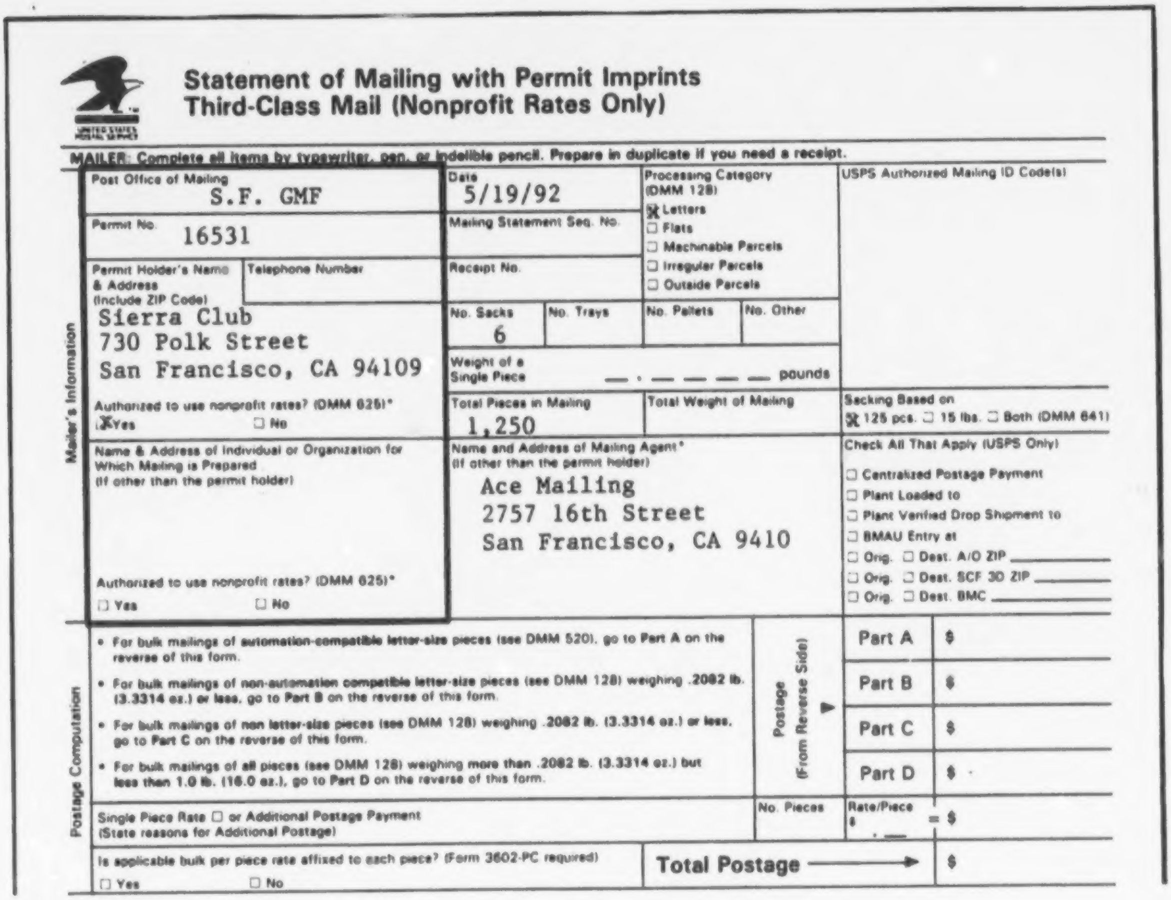
Part A	$
Part B	$
Part C	$
Part D	$ -

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces: Rate/Piece $. ___ = $
Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No
Total Postage ⟶ $

READING -- p.10

1. May 1, 1992
2. a) Letters
   b) 575
   c) Yes
   d) 3
   e) 125 pieces (or more, but no more than 15 lb. per sack)
3. No
4. Ace Mailing
   2757 16th Street
   San Francisco, CA 94103

WRITING -- p.11



Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF

Permit No. 16531

Permit Holder's Name & Address (Include ZIP Code):
Sierra Club
730 Polk Street
San Francisco, CA 94109

Telephone Number:

Authorized to use nonprofit rates? (DMM 625)* ☒ Yes ☐ No

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):

Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No

Date: 5/19/92

Mailing Statement Seq. No.:

Receipt No.:

Processing Category (DMM 128):
☒ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s):

No. Sacks: 6

No. Trays:

No. Pallets:

No. Other:

Weight of a Single Piece __ . __ __ __ __ pounds

Total Pieces in Mailing: 1,250

Total Weight of Mailing:

Sacking Based on ☒ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name and Address of Mailing Agent* (If other than the permit holder):
Ace Mailing
2757 16th Street
San Francisco, CA 9410

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces

Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No

Total Postage ⟶ $

LISTENING -- p.12

T: We need to mail these bags today.
L: Are they letters?
T: No, they are 8.5" x 4.5" brochures for St. Francis Memorial Hospital.
L: Are they nonprofit?
T: Yeah. They are authorized to use nonprofit rates.
L: What's their permit number?
T: 5608.
L: And their address?
T: 900 Hyde Street, San Francisco, 94102
L: Could you spell the street?
T: H-Y-D-E.
L: How many pieces are there in total?
T: 575 in 3 bags.
L: OK. This is the PS form. Could you check?
T: Sure. Thanks.

UNITED STATES POSTAL SERVICE

Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF

Date: (current date)

Processing Category (DMM 128):
☐ Letters
☒ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s):

Permit No.: 5608

Mailing Statement Seq. No.:

Permit Holder's Name & Address (Include ZIP Code):
St. Francis Memorial Hospital
900 Hyde Street
San Francisco, CA 94102

Telephone Number:

Receipt No.:

No. Sacks	No. Trays	No. Pallets	No. Other
3			

Weight of a Single Piece: — . — — — — pounds

Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No

Total Pieces in Mailing: 575

Total Weight of Mailing:

Sacking Based on ☒ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):

Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder):
Ace Mailing
2757 16th Street
San Francisco, CA 9410

Check All That Apply (USPS Only):
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) **or less**, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size** pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) **or less**, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but **less than 1.0 lb.** (16.0 oz.), go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage) | No. Pieces | Rate/Piece $. ___ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No

Total Postage ⟶ $

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred):

Telephone Number:

USPS Use Only

Single Piece Weight — . — — — — pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason:

Total Pieces:

Total Weight:

Total Postage:

Check One: Presort Verification Per- ☐ Verif. Not Scheduled ☐ formed as Scheduled

Date Mailer Notified:

Contact:

By (Initials):

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and (4) payment of the required annual fee.

Round Stamp (Required)

Signature of Weigher:

Time: AM PM

PS Form **3602-N**, May 1991

Financial Document – Forward to Finance Office

BEST COPY AVAILABLE

UNIT 2

READING -- p.16

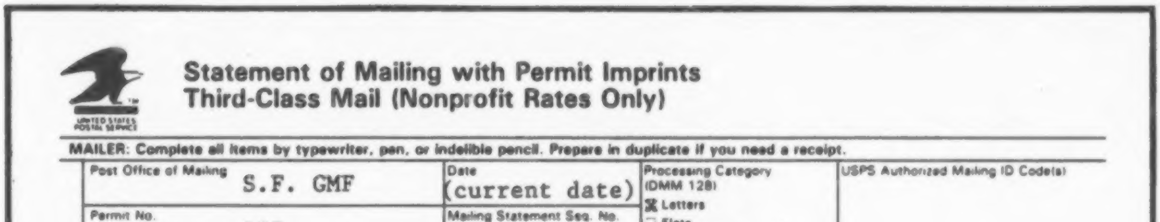
1. B	4. C	7. D	10. D
2. B	5. D	8. C	
3. B	6. D	9. C	

UNIT 3

P. 17

1. Yes	3. 158
2. Yes	4. Yes

WRITING -- p.18



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Date: (current date)
Processing Category (DMM 128): ☒ Letters ☐ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels
USPS Authorized Mailing ID Code(s):
Permit No.: 158
Mailing Statement Seq. No.:
Permit Holder's Name & Address (Include ZIP Code):
S.F. Performing Arts
Library and Museum
399 Grove Street
San Francisco, CA 94102
Telephone Number:
Receipt No.:
No. Sacks: 2
No. Trays:
No. Pallets:
No. Other:
Weight of a Single Piece: __ . __ __ __ __ pounds
Authorized to use nonprofit rates? (DMM 625)* ☒ Yes ☐ No
Total Pieces in Mailing: 575
Total Weight of Mailing:
Sacking Based on: ☒ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder):
Ace Mailing
2757 16th Street
San Francisco, CA 94103
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size** pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to **Part D** on the reverse of this form.

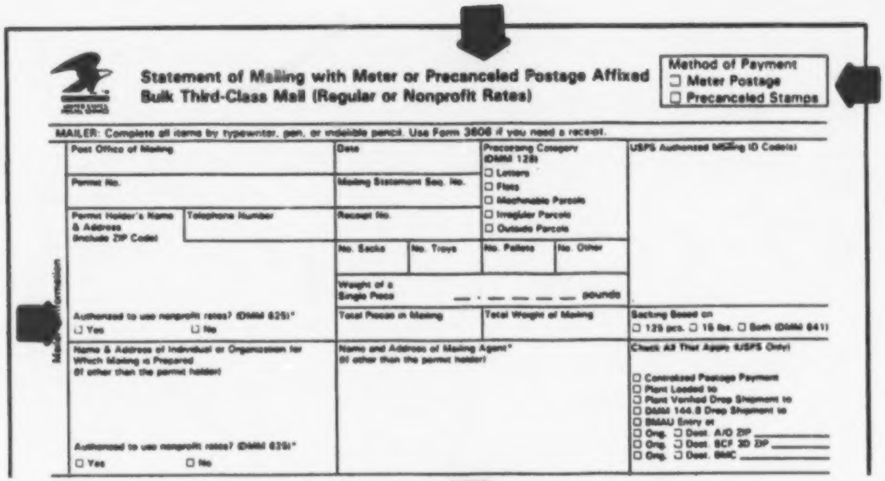
Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces:
Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No

Total Postage → $

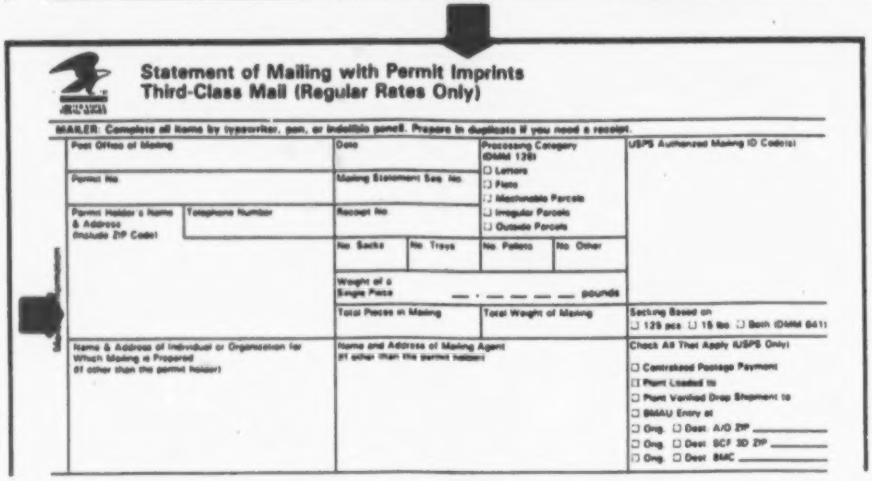


Statement of Mailing with Meter or Precanceled Postage Affixed
Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment
☐ Meter Postage
☐ Precanceled Stamps

MAILER: Complete all items by typewriter, pen, or indelible pencil. Use Form 3606 if you need a receipt.

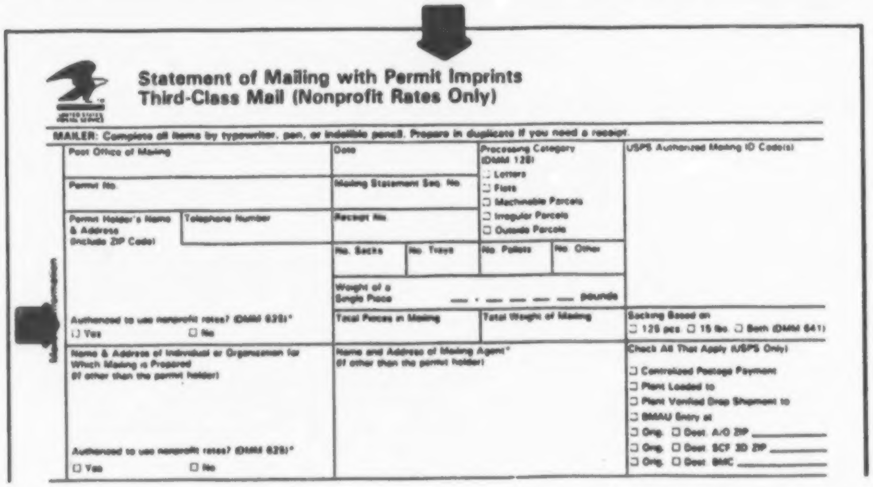
Post Office of Mailing
Date
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Permit No.
Mailing Statement Seq. No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece __ . __ __ __ __ pounds
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Total Pieces in Mailing
Total Weight of Mailing
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ DMM 144.8 Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________



Statement of Mailing with Permit Imprints
Third-Class Mail (Regular Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Post Office of Mailing
Date
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Permit No.
Mailing Statement Seq. No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece __ . __ __ __ __ pounds
Total Pieces in Mailing
Total Weight of Mailing
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Name and Address of Mailing Agent (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________



Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Post Office of Mailing
Date
Processing Category (DMM 128)
☐ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels
USPS Authorized Mailing ID Code(s)
Permit No.
Mailing Statement Seq. No.
Permit Holder's Name & Address (Include ZIP Code)
Telephone Number
Receipt No.
No. Sacks
No. Trays
No. Pallets
No. Other
Weight of a Single Piece __ . __ __ __ __ pounds
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Total Pieces in Mailing
Total Weight of Mailing
Sacking Based on
☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)
Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No
Name and Address of Mailing Agent* (If other than the permit holder)
Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

BEST COPY AVAILABLE

CENTS (¢) AND DOLLARS ($) -- p.20

1. 200¢
2. 50¢
3. 8¢
4. 10.1¢
5. 19.8¢
6. 29¢
7. 11.1¢
8. 13.2¢
9. 14.6¢
10. 6.3¢

HOW MUCH -- p.20

1. $25
2. $24.5
3. $16.2
4. $113.85
5. $349.5
6. $94

7. $0.165 x 650 = $107.25
8. $0.063 x 3000 = $189
9. 10.9¢ = $0.109
   $0.109 x 575 = $62.67(5)
10. 9.4¢ = $0.094
   $0.094 x 250 = $23.5

READING -- p.21

1. Yes
2. No
3. No
4. $0.111
5. 575
6. $63.83
7. Yes

READING -- p.23

a. The rates are different.
b. Form 3, Part C is different.

READING -- p.22

(see next page)

Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Date: 5/25/92
Permit No.: 1234
Mailing Statement Seq. No.:
Processing Category (DMM 128): ☐ Letters ☒ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels
USPS Authorized Mailing ID Code(s):
Telephone Number:
Receipt No.:
No. Sacks: 2
No. Trays:
No. Pallets:
No. Other:
Weight of a Single Piece: __ . __ __ __ __ pounds

Permit Holder's Name & Address (Include ZIP Code)
De Young Museum
4321 Park Road
San Francisco, CA 94111

Authorized to use nonprofit rates? (DMM 625)* ☒ Yes ☐ No
Total Pieces in Mailing: 250
Total Weight of Mailing:
Sacking Based on ☒ 125 pcs. ☐ 15 lbs. ☐ Both (DMM ⟨41)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)
Ace Mailing
2757 16th Street
San Francisco, CA 94103

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

Postage Computation

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge
Non-Automation Compatible Letter .2082 lb. (3.3314 oz.) or less					
None	Saturation W/S	.071 ×		pcs. = $	
	Carrier Route	.074 ×		pcs. = $	
	3/5-Digit Presort	.098 ×	250	pcs. = $	24.5
	Basic	.111 ×		pcs. = $	
BMC Entry	Saturation W/S	.059 ×		pcs. = $	
	Carrier Route	.062 ×		pcs. = $	
	3/5-Digit Presort	.086 ×		pcs. = $	
	Basic	.099 ×		pcs. = $	
SCF Entry	Saturation W/S	.054 ×		pcs. = $	
	Carrier Route	.057 ×		pcs. = $	
	3/5-Digit Presort	.081 ×		pcs. = $	
	Basic	.094 ×		pcs. = $	
DDU Entry	Saturation W/S	.049 ×		pcs. = $	
	Carrier Route	.052 ×		pcs. = $	
Total - Part B (Carry to front of form)				$	24.5

Part A on the
ighing .2082 lb.
4 oz.) or less.
4 oz.) but

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$ 24.50
Part D	$

No. Pieces:
Rate/Piece $. __ = $

Total Postage ⟶ $ 24.50

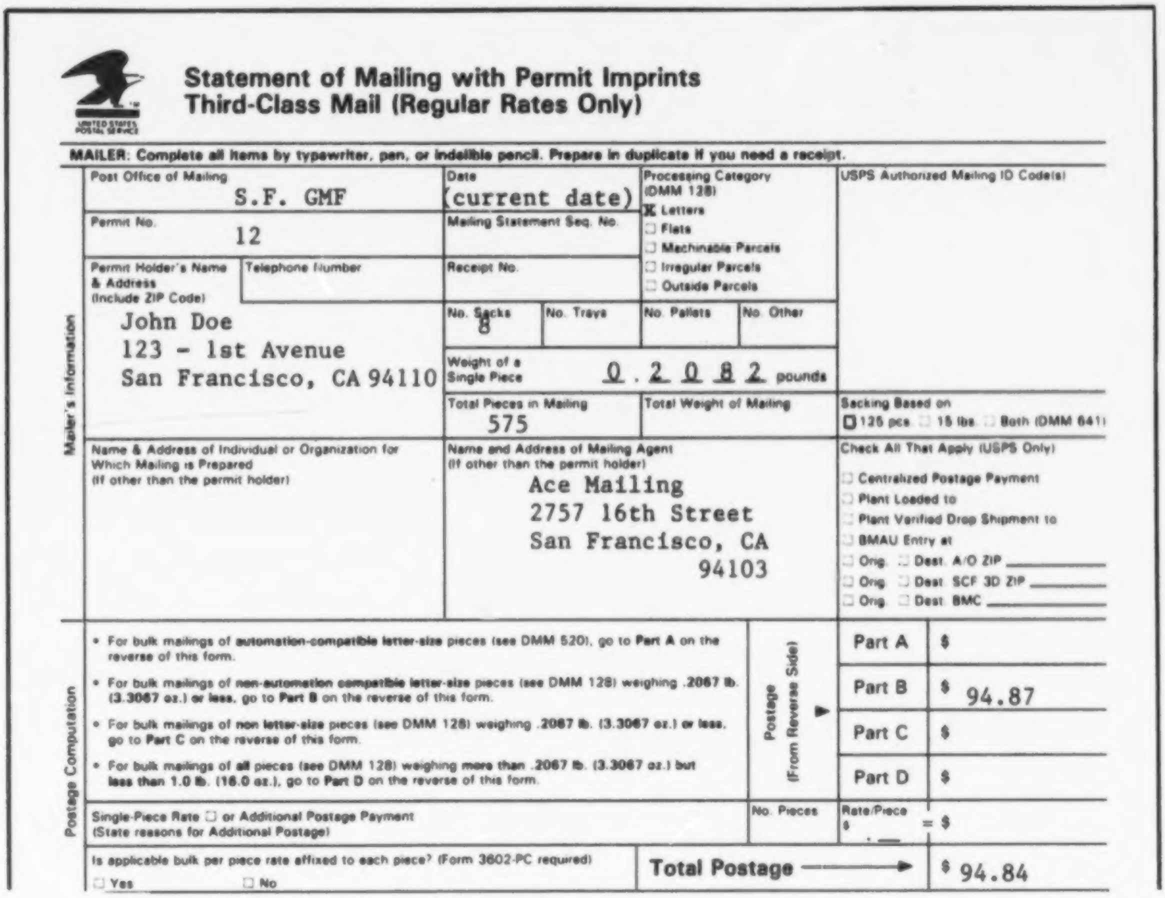
BEST COPY AVAILABLE

UNIT 4

GETTING READY -- p.25

1. YES
2. NO
3. YES
4. YES

WRITING -- p. 25/26



Statement of Mailing with Permit Imprints
Third-Class Mail (Regular Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Date: (current date)
Processing Category (DMM 128): ☒ Letters ☐ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels
USPS Authorized Mailing ID Code(s):
Permit No.: 12
Mailing Statement Seq. No.:
Permit Holder's Name & Address (Include ZIP Code):
John Doe
123 - 1st Avenue
San Francisco, CA 94110
Telephone Number:
Receipt No.:
No. Sacks: 8
No. Trays:
No. Pallets:
No. Other:
Weight of a Single Piece: 0.2082 pounds
Total Pieces in Mailing: 575
Total Weight of Mailing:
Sacking Based on: ☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)
Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
Name and Address of Mailing Agent (If other than the permit holder):
Ace Mailing
2757 16th Street
San Francisco, CA
94103
Check All That Apply (USPS Only):
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ____________
☐ Orig. ☐ Dest. SCF 3D ZIP ____________
☐ Orig. ☐ Dest. BMC ____________

Postage Computation

- For bulk mailings of **automation-compatible letter-size** pieces (see DMM 520), go to **Part A** on the reverse of this form.
- For bulk mailings of **non-automation compatible letter-size** pieces (see DMM 128) weighing **.2067 lb. (3.3067 oz.) or less**, go to **Part B** on the reverse of this form.
- For bulk mailings of **non letter-size** pieces (see DMM 128) weighing **.2067 lb. (3.3067 oz.) or less**, go to **Part C** on the reverse of this form.
- For bulk mailings of **all** pieces (see DMM 128) weighing **more than .2067 lb. (3.3067 oz.) but less than 1.0 lb. (16.0 oz.)**, go to **Part D** on the reverse of this form.

Postage (From Reverse Side) ►

Part A	$
Part B	$ 94.87
Part C	$
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces:
Rate/Piece $. ___ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No

Total Postage ⟶ $ 94.84

BEST COPY AVAILABLE

4

Form 3602-R — Third-Class Regular Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge
None	Saturation W/S	.124 ×		pcs. = $	
	Carrier Route	.131 ×		pcs. = $	
	5-Digit Barcoded	.146 ×		pcs. = $	
	3-Digit Barcoded	.154 ×		pcs. = $	
	3/5-Digit ZIP + 4	.161 ×		pcs. = $	
	3/5-Digit Presort	.165 ×		pcs. = $	
	Basic Barcoded	.179 ×		pcs. = $	
	Basic ZIP + 4	.189 ×		pcs. = $	
	Basic	.198 ×		pcs. = $	
BMC Entry	Saturation W/S	.112 ×		pcs. = $	
	Carrier Route	.119 ×		pcs. = $	
	5-Digit Barcoded	.134 ×		pcs. = $	
	3-Digit Barcoded	.142 ×		pcs. = $	
	3/5-Digit ZIP + 4	.149 ×		pcs. = $	
	3/5-Digit Presort	.153 ×		pcs. = $	
	Basic Barcoded	.167 ×		pcs. = $	
	Basic ZIP + 4	.177 ×		pcs. = $	
	Basic	.186 ×		pcs. = $	
SCF Entry	Saturation W/S	.107 ×		pcs. = $	
	Carrier Route	.114 ×		pcs. = $	
	5-Digit Barcoded	.129 ×		pcs. = $	
	3-Digit Barcoded	.137 ×		pcs. = $	
	3/5-Digit ZIP + 4	.144 ×		pcs. = $	
	3/5-Digit Presort	.148 ×		pcs. = $	
	Basic Barcoded	.162 ×		pcs. = $	
	Basic ZIP + 4	.172 ×		pcs. = $	
	Basic	.181 ×		pcs. = $	
DDU Entry	Saturation W/S	.102 ×		pcs. = $	
	Carrier Route	.109 ×		pcs. = $	

Total - Part A (Carry to front of form) $ ______

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge
None	Saturation W/S	.124 ×		pcs. = $	
	Carrier Route	.131 ×		pcs. = $	
	3/5-Digit Presort	.165 ×	575	pcs. = $	94.87
	Basic	.198 ×		pcs. = $	
BMC Entry	Saturation W/S	.112 ×		pcs. = $	
	Carrier Route	.119 ×		pcs. = $	
	3/5-Digit Presort	.153 ×		pcs. = $	
	Basic	.186 ×		pcs. = $	
SCF Entry	Saturation W/S	.107 ×		pcs. = $	
	Carrier Route	.114 ×		pcs. = $	
	3/5-Digit Presort	.148 ×		pcs. = $	
	Basic	.181 ×		pcs. = $	
DDU Entry	Saturation W/S	.102 ×		pcs. = $	
	Carrier Route	.109 ×		pcs. = $	

Total - Part B (Carry to front of form) $ 94.87

Nonletter - .2067 lb. (3.3067 oz.) or Less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge
None	Saturation W/S	.127 ×		pcs. = $	
	Carrier Route	.142 ×		pcs. = $	
	3/5-Digit Presort	.187 ×		pcs. = $	
	Basic	.233 ×		pcs. = $	
BMC Entry	Saturation W/S	.115 ×		pcs. = $	
	Carrier Route	.130 ×		pcs. = $	
	3/5-Digit Presort	.175 ×		pcs. = $	
	Basic	.221 ×		pcs. = $	
SCF Entry	Saturation W/S	.110 ×		pcs. = $	
	Carrier Route	.125 ×		pcs. = $	
	3/5-Digit Presort	.170 ×		pcs. = $	
	Basic	.216 ×		pcs. = $	
DDU Entry	Saturation W/S	.105 ×		pcs. = $	
	Carrier Route	.120 ×		pcs. = $	

Total - Part C (Carry to front of form) $ ______

All Mail - More than .2067 lb. (3.3067 oz.) But less than 1.0 lb. (16.0 oz.)

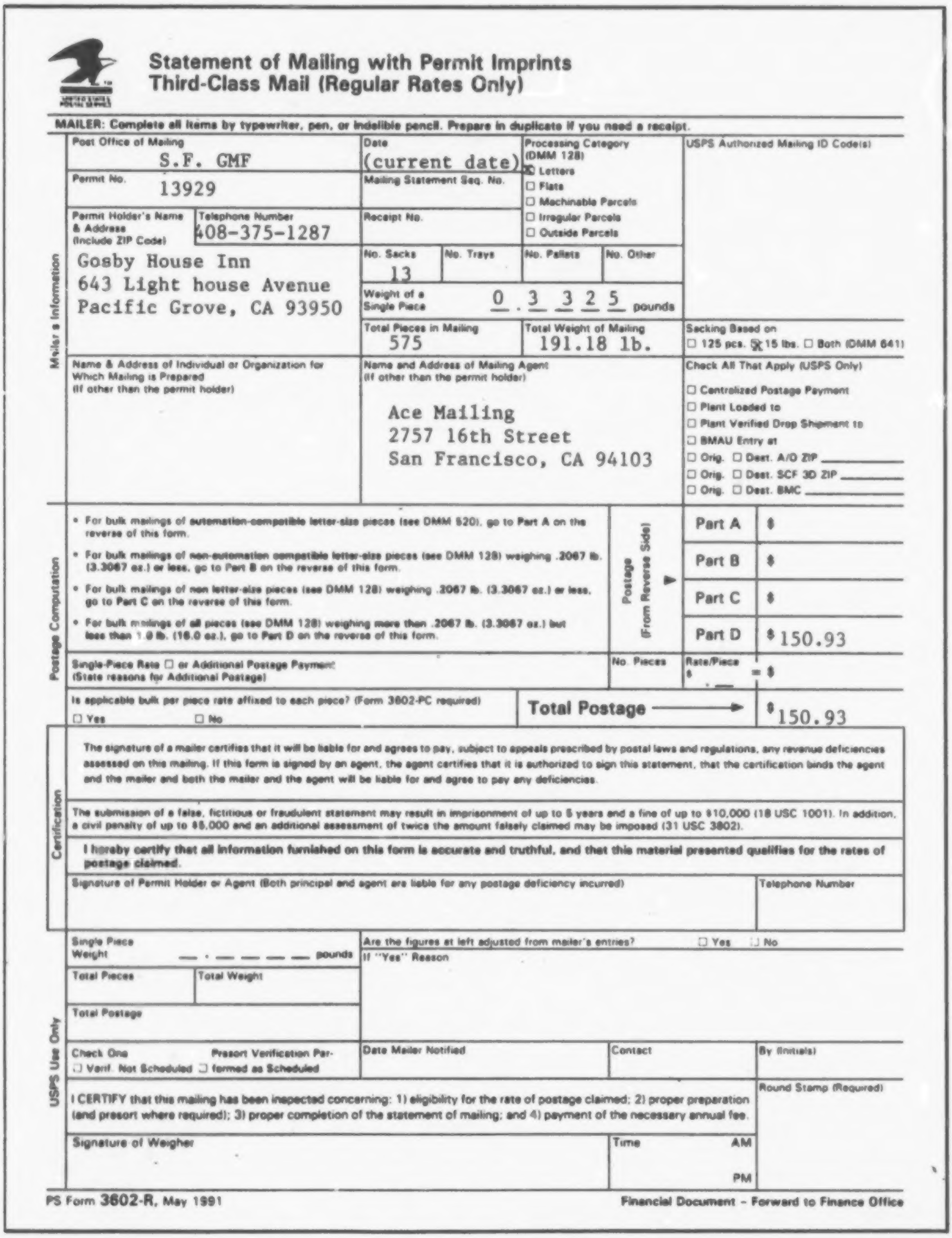
Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge
None	Saturation W/S	.003 ×		pcs. = $	
	plus	.600 ×		lbs. = $	
	Carrier Route	.018 ×		pcs. = $	
	plus	.600 ×		lbs. = $	
	3/5-Digit Presort	.063 ×		pcs. = $	
	plus	.600 ×		lbs. = $	
	Basic	.109 ×		pcs. = $	
	plus	.600 ×		lbs. = $	
BMC Entry	Saturation W/S	.003 ×		pcs. = $	
	plus	.542 ×		lbs. = $	
	Carrier Route	.018 ×		pcs. = $	
	plus	.542 ×		lbs. = $	
	3/5-Digit Presort	.063 ×		pcs. = $	
	plus	.542 ×		lbs. = $	
	Basic	.109 ×		pcs. = $	
	plus	.542 ×		lbs. = $	
SCF Entry	Saturation W/S	.003 ×		pcs. = $	
	plus	.519 ×		lbs. = $	
	Carrier Route	.018 ×		pcs. = $	
	plus	.519 ×		lbs. = $	
	3/5-Digit Presort	.063 ×		pcs. = $	
	plus	.519 ×		lbs. = $	
	Basic	.109 ×		pcs. = $	
	plus	.519 ×		lbs. = $	
DDU Entry	Saturation W/S	.003 ×		pcs. = $	
	plus	.496 ×		lbs. = $	
	Carrier Route	.018 ×		pcs. = $	
	plus	.496 ×		lbs. = $	

Total - Part D (Carry to front of form) $ ______

PS Form **3602-R**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

WRITING -- p. 28/29



Statement of Mailing with Permit Imprints
Third-Class Mail (Regular Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF
Date: (current date)
Permit No.: 13929
Mailing Statement Seq. No.:
Receipt No.:
Processing Category (DMM 128): ☒ Letters ☐ Flats ☐ Machinable Parcels ☐ Irregular Parcels ☐ Outside Parcels
USPS Authorized Mailing ID Code(s):
Telephone Number: 408-375-1287

Permit Holder's Name & Address (Include ZIP Code):
Gosby House Inn
643 Light house Avenue
Pacific Grove, CA 93950

No. Sacks: 13
No. Trays:
No. Pallets:
No. Other:
Weight of a Single Piece: 0 . 3 3 2 5 pounds
Total Pieces in Mailing: 575
Total Weight of Mailing: 191.18 lb.
Sacking Based on: ☐ 125 pcs. ☒ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):

Name and Address of Mailing Agent (If other than the permit holder):
Ace Mailing
2757 16th Street
San Francisco, CA 94103

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ________
☐ Orig. ☐ Dest. SCF 3D ZIP ________
☐ Orig. ☐ Dest. BMC ________

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2067 lb. (3.3067 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$ 150.93

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)
No. Pieces
Rate/Piece $. __ = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required) ☐ Yes ☐ No

Total Postage ⟶ $ 150.93

Certification

The signature of a mailer certifies that it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing. If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the mailer and both the mailer and the agent will be liable for and agree to pay any deficiencies.

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)
Telephone Number

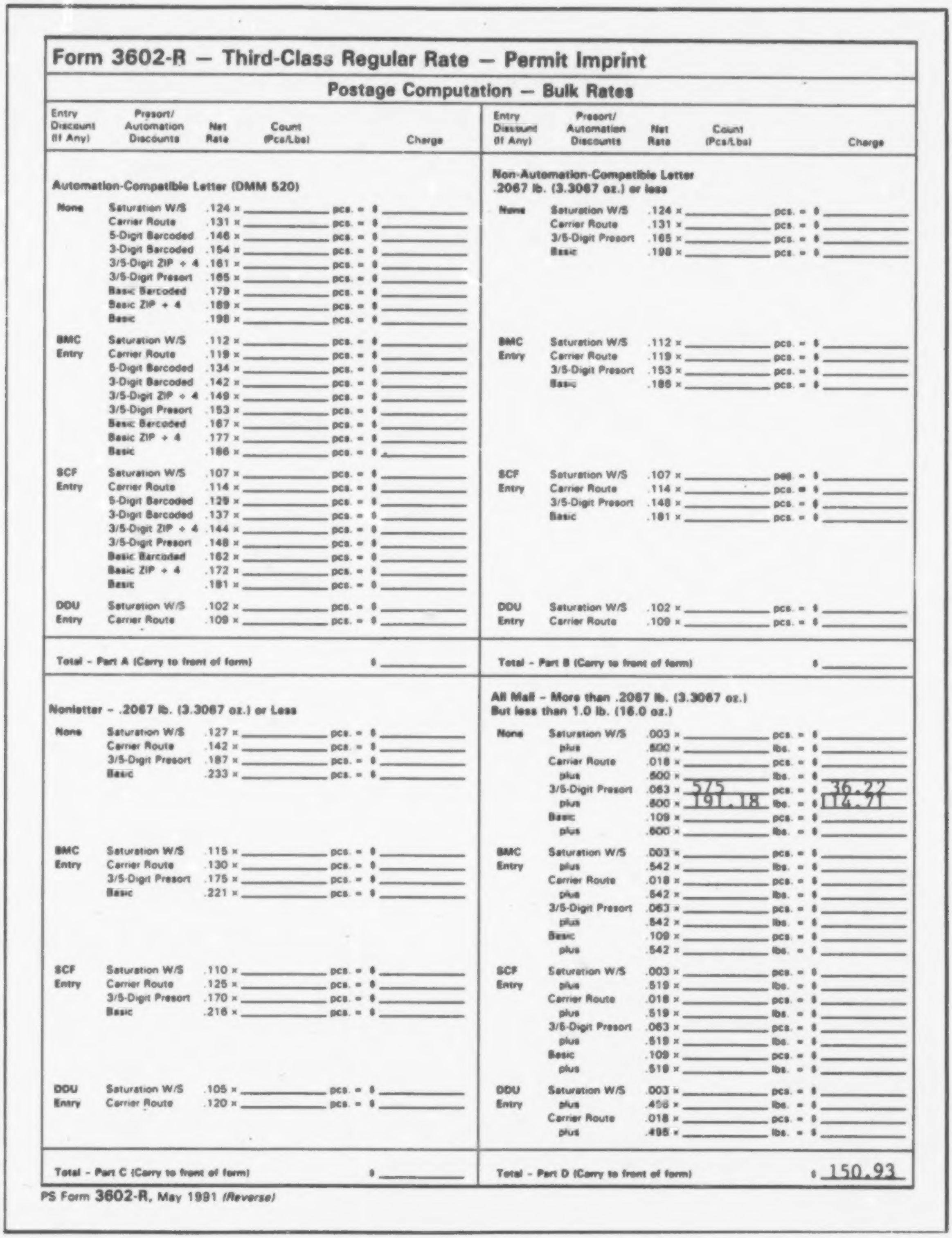
USPS Use Only

Single Piece Weight __ . __ __ __ __ pounds
Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No
If "Yes" Reason
Total Pieces
Total Weight
Total Postage
Check One: ☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled
Date Mailer Notified
Contact
By (Initials)
Round Stamp (Required)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the necessary annual fee.

Signature of Weigher
Time AM PM

PS Form **3602-R**, May 1991
Financial Document - Forward to Finance Office



Form 3602-R — Third-Class Regular Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	5-Digit Barcoded	.146 ×	pcs. =	$
	3-Digit Barcoded	.154 ×	pcs. =	$
	3/5-Digit ZIP + 4	.161 ×	pcs. =	$
	3/5-Digit Presort	.165 ×	pcs. =	$
	Basic Barcoded	.179 ×	pcs. =	$
	Basic ZIP + 4	.189 ×	pcs. =	$
	Basic	.198 ×	pcs. =	$
BMC Entry	Saturation W/S	.112 ×	pcs. =	$
	Carrier Route	.119 ×	pcs. =	$
	5-Digit Barcoded	.134 ×	pcs. =	$
	3-Digit Barcoded	.142 ×	pcs. =	$
	3/5-Digit ZIP + 4	.149 ×	pcs. =	$
	3/5-Digit Presort	.153 ×	pcs. =	$
	Basic Barcoded	.167 ×	pcs. =	$
	Basic ZIP + 4	.177 ×	pcs. =	$
	Basic	.186 ×	pcs. =	$
SCF Entry	Saturation W/S	.107 ×	pcs. =	$
	Carrier Route	.114 ×	pcs. =	$
	5-Digit Barcoded	.129 ×	pcs. =	$
	3-Digit Barcoded	.137 ×	pcs. =	$
	3/5-Digit ZIP + 4	.144 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic Barcoded	.162 ×	pcs. =	$
	Basic ZIP + 4	.172 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$

Total - Part A (Carry to front of form) $

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.124 ×	pcs. =	$
	Carrier Route	.131 ×	pcs. =	$
	3/5-Digit Presort	.165 ×	pcs. =	$
	Basic	.198 ×	pcs. =	$
BMC Entry	Saturation W/S	.112 ×	pcs. =	$
	Carrier Route	.119 ×	pcs. =	$
	3/5-Digit Presort	.153 ×	pcs. =	$
	Basic	.186 ×	pcs. =	$
SCF Entry	Saturation W/S	.107 ×	pcs. =	$
	Carrier Route	.114 ×	pcs. =	$
	3/5-Digit Presort	.148 ×	pcs. =	$
	Basic	.181 ×	pcs. =	$
DDU Entry	Saturation W/S	.102 ×	pcs. =	$
	Carrier Route	.109 ×	pcs. =	$

Total - Part B (Carry to front of form) $

Nonletter - .2067 lb. (3.3067 oz.) or Less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.127 ×	pcs. =	$
	Carrier Route	.142 ×	pcs. =	$
	3/5-Digit Presort	.187 ×	pcs. =	$
	Basic	.233 ×	pcs. =	$
BMC Entry	Saturation W/S	.115 ×	pcs. =	$
	Carrier Route	.130 ×	pcs. =	$
	3/5-Digit Presort	.175 ×	pcs. =	$
	Basic	.221 ×	pcs. =	$
SCF Entry	Saturation W/S	.110 ×	pcs. =	$
	Carrier Route	.125 ×	pcs. =	$
	3/5-Digit Presort	.170 ×	pcs. =	$
	Basic	.216 ×	pcs. =	$
DDU Entry	Saturation W/S	.105 ×	pcs. =	$
	Carrier Route	.120 ×	pcs. =	$

Total - Part C (Carry to front of form) $

All Mail - More than .2067 lb. (3.3067 oz.) But less than 1.0 lb. (16.0 oz.)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.003 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	575 pcs. =	$ 36.22
	plus	.600 ×	191.18 lbs. =	$ 114.71
	Basic	.109 ×	pcs. =	$
	plus	.600 ×	lbs. =	$
BMC Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.542 ×	lbs. =	$
SCF Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	3/5-Digit Presort	.063 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
	Basic	.109 ×	pcs. =	$
	plus	.519 ×	lbs. =	$
DDU Entry	Saturation W/S	.003 ×	pcs. =	$
	plus	.498 ×	lbs. =	$
	Carrier Route	.018 ×	pcs. =	$
	plus	.498 ×	lbs. =	$

Total - Part D (Carry to front of form) $ 150.93

PS Form **3602-R**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

Statement of Mailing with Permit Imprints
Third-Class Mail (Nonprofit Rates Only)

MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF

Date: (current date)

Processing Category (DMM 128)
☒ Letters
☐ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s)

Permit No.: 3901

Mailing Statement Seq. No.

Permit Holder's Name & Address (Include ZIP Code)
St. Luke's Methodist
Church
209 Seymour Aveune
St. Michaels, MD 21663

Telephone Number

Receipt No.

No. Sacks	No. Trays	No. Pallets	No. Other
13			

Weight of a Single Piece: 0 . 6 5 0 0 pounds

Authorized to use nonprofit rates? (DMM 625)*
☒ Yes ☐ No

Total Pieces in Mailing: 300

Total Weight of Mailing

Sacking Based on
☐ 125 pcs. ☒ 15 lbs. ☐ Both (DMM 641)

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)

Authorized to use nonprofit rates? (DMM 625)*
☐ Yes ☐ No

Name and Address of Mailing Agent* (If other than the permit holder)
Ace Mailing
2757 16th Street
San Francisco, CA
94103

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$
Part D	$ 78.49

Single Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage)

No. Pieces | Rate/Piece $. ___ | = $

Is applicable bulk per piece rate affixed to each piece? (Form 3602-PC required)
☐ Yes ☐ No

Total Postage ⟶ $ 78.49

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred)

Telephone Number

USPS Use Only

Single Piece Weight ___ . ___ ___ ___ ___ pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason

Total Pieces

Total Weight

Total Postage

Date Mailer Notified

Contact

By (Initials)

Check One
☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled

Round Stamp (Required)

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and (4) payment of the required annual fee.

Signature of Weigher

Time AM PM

PS Form 3602-N, May 1991

Financial Document – Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-N — Third-Class Nonprofit Rate — Permit Imprint

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.071 ×	pcs. =	$
	Carrier Route	.074 ×	pcs. =	$
	5-Digit Barcoded	.081 ×	pcs. =	$
	3-Digit Barcoded	.088 ×	pcs. =	$
	3/5-Digit ZIP + 4	.094 ×	pcs. =	$
	3/5-Digit Presort	.098 ×	pcs. =	$
	Basic Barcoded	.094 ×	pcs. =	$
	Basic ZIP + 4	.104 ×	pcs. =	$
	Basic	.111 ×	pcs. =	$
BMC Entry	Saturation W/S	.059 ×	pcs. =	$
	Carrier Route	.062 ×	pcs. =	$
	5-Digit Barcoded	.069 ×	pcs. =	$
	3-Digit Barcoded	.076 ×	pcs. =	$
	3/5-Digit ZIP + 4	.082 ×	pcs. =	$
	3/5-Digit Presort	.086 ×	pcs. =	$
	Basic Barcoded	.082 ×	pcs. =	$
	Basic ZIP + 4	.092 ×	pcs. =	$
	Basic	.099 ×	pcs. =	$
SCF Entry	Saturation W/S	.054 ×	pcs. =	$
	Carrier Route	.057 ×	pcs. =	$
	5-Digit Barcoded	.064 ×	pcs. =	$
	3-Digit Barcoded	.071 ×	pcs. =	$
	3/5-Digit ZIP + 4	.077 ×	pcs. =	$
	3/5-Digit Presort	.081 ×	pcs. =	$
	Basic Barcoded	.077 ×	pcs. =	$
	Basic ZIP + 4	.087 ×	pcs. =	$
	Basic	.094 ×	pcs. =	$
DDU Entry	Saturation W/S	.049 ×	pcs. =	$
	Carrier Route	.052 ×	pcs. =	$

Total – Part A (Carry to front of form) $ ______

Nonletter – .2082 lb. (3.3314 oz.) or Less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.073 ×	pcs. =	$
	Carrier Route	.080 ×	pcs. =	$
	3/5-Digit Presort	.111 ×	pcs. =	$
	Basic	.125 ×	pcs. =	$
BMC Entry	Saturation W/S	.061 ×	pcs. =	$
	Carrier Route	.068 ×	pcs. =	$
	3/5-Digit Presort	.099 ×	pcs. =	$
	Basic	.113 ×	pcs. =	$
SCF Entry	Saturation W/S	.056 ×	pcs. =	$
	Carrier Route	.063 ×	pcs. =	$
	3/5-Digit Presort	.094 ×	pcs. =	$
	Basic	.108 ×	pcs. =	$
DDU Entry	Saturation W/S	.051 ×	pcs. =	$
	Carrier Route	.058 ×	pcs. =	$

Total – Part C (Carry to front of form) $ ______

Non-Automation Compatible Letter
.2082 lb. (3.3314 oz.) or less

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.071 ×	pcs. =	$
	Carrier Route	.074 ×	pcs. =	$
	3/5-Digit Presort	.098 ×	pcs. =	$
	Basic	.111 ×	pcs. =	$
BMC Entry	Saturation W/S	.059 ×	pcs. =	$
	Carrier Route	.062 ×	pcs. =	$
	3/5-Digit Presort	.086 ×	pcs. =	$
	Basic	.099 ×	pcs. =	$
SCF Entry	Saturation W/S	.054 ×	pcs. =	$
	Carrier Route	.057 ×	pcs. =	$
	3/5-Digit Presort	.081 ×	pcs. =	$
	Basic	.094 ×	pcs. =	$
DDU Entry	Saturation W/S	.049 ×	pcs. =	$
	Carrier Route	.052 ×	pcs. =	$

Total – Part B (Carry to front of form) $ ______

All Mail – More than .2082 lb. (3.3314 oz.)
But less than 1.0 lb. (16.0 oz.)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S	.002 ×	pcs. =	$
	plus	.341 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.341 ×	lbs. =	$
	3/5-Digit Presort	.040 ×	300 pcs. =	$ 12
	plus	.341 ×	195 lbs. =	$ 66.49
	Basic	.054 ×	pcs. =	$
	plus	.341 ×	lbs. =	$
BMC Entry	Saturation W/S	.002 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
	3/5-Digit Presort	.040 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
	Basic	.054 ×	pcs. =	$
	plus	.283 ×	lbs. =	$
SCF Entry	Saturation W/S	.002 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
	3/5-Digit Presort	.040 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
	Basic	.054 ×	pcs. =	$
	plus	.260 ×	lbs. =	$
DDU Entry	Saturation W/S	.002 ×	pcs. =	$
	plus	.237 ×	lbs. =	$
	Carrier Route	.009 ×	pcs. =	$
	plus	.237 ×	lbs =	$

Total – Part D (Carry to front of form) $ 78.49

PS Form **3602-N**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

UNIT 5

GETTING READY -- p.31

1. YES
2. YES
3. NO
4. YES
5. YES

READING -- p.33

1. NO
2. NO
3. YES
4. YES
5. YES
6. 3
7. Less than 0.3314 lb.
8. Letter
9. $0.035
10. $20.13

WRITING -- p.33

(see next page.)

UNITED STATES POSTAL SERVICE

Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment
☒ Meter Postage
☐ Precanceled Stamps

MAILER: Complete all items by typewriter, pen, or indelible pencil. Use Form 3606 if you need a receipt.

Mailer's Information

Post Office of Mailing: S.F. GMF

Date: (current date)

Processing Category (DMM 128)
☐ Letters
☒ Flats
☐ Machinable Parcels
☐ Irregular Parcels
☐ Outside Parcels

USPS Authorized Mailing ID Code(s):

Permit No.: 123456

Mailing Statement Seq. No.:

Permit Holder's Name & Address (Include ZIP Code):
Ace Mailing
2757 16th Street
San Francisco, CA 94103

Telephone Number: 415-863-4223

Receipt No.:

No. Sacks	No. Trays	No. Pallets	No. Other
10			

Weight of a Single Piece: 0.500 _ pounds

Total Pieces in Mailing: 300

Total Weight of Mailing: 150

Sacking Based on ☐ 125 pcs. ☒ 15 lbs. ☐ Both (DMM 641)

Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☒ No

Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder):
John Doe
123-1st Street
San Francisco, CA 94100

Authorized to use nonprofit rates? (DMM 625)* ☐ Yes ☒ No

Name and Address of Mailing Agent* (If other than the permit holder):

Check All That Apply (USPS Only)
☐ Centralized Postage Payment
☐ Plant Loaded to
☐ Plant Verified Drop Shipment to
☐ DMM 144.8 Drop Shipment to
☐ BMAU Entry at
☐ Orig. ☐ Dest. A/O ZIP ______
☐ Orig. ☐ Dest. SCF 3D ZIP ______
☐ Orig. ☐ Dest. BMC ______

Postage Computation

- For bulk mailings of automation-compatible letter-size pieces (see DMM 520) go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part B on the reverse of this form.
- For bulk mailings of non letter-size pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less (or .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part C on the reverse of this form.
- For bulk mailings of all pieces (see DMM 128) weighing more than .2067 lb. (3.3067 oz.) (or .2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form.

Postage (From Reverse Side) ▶

Part A	$
Part B	$
Part C	$ 33.3
Part D	$

Single-Piece Rate ☐ or Additional Postage Payment (State reasons for Additional Postage) | No. Pieces | Rate/Piece $. __ = $

Is additional bulk pound rate paid by permit imprint? (3602-R or N required) ☐ Y ☐ N

Postage affixed at (Check one) ☐ Correct Rate ☐ Lowest Rate ☐ Neither (DMM 661.324)

Total Postage ⟶ $ 33.3

Certification

*The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is not a cooperative mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing has not been undertaken by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; and (5) it will be liable for and agrees to pay, subject to appeals prescribed by postal laws and regulations, any revenue deficiencies assessed on this mailing, whether due to a finding that the mailing is cooperative or for other reasons. (If this form is signed by an agent, the agent certifies that it is authorized to sign this statement, that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay any deficiencies.)

The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to $10,000 (18 USC 1001). In addition, a civil penalty of up to $5,000 and an additional assessment of twice the amount falsely claimed may be imposed (31 USC 3802).

I hereby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies for the rates of postage claimed.

Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred):

Telephone Number:

USPS Use Only

Single Piece Weight __ . __ __ __ __ pounds

Are the figures at left adjusted from mailer's entries? ☐ Yes ☐ No

If "Yes" Reason:

Check One ☐ Verif. Not Scheduled ☐ Presort Verification Performed as Scheduled

Date Mailer Notified:

Contact:

By (Initials):

I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the required annual fee.

Round Stamp (Required):

Signature of Weigher:

Time AM PM

PS Form **3602-PC**, May 1991

Financial Document – Forward to Finance Office

BEST COPY AVAILABLE

Form 3602-PC — Third-Class Regular or Nonprofit Rates — Postage Affixed

Postage Computation — Bulk Rates

Automation-Compatible Letter (DMM 520)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	5-Digit Barcoded		× ______ pcs.	= $ ______
	3-Digit Barcoded		× ______ pcs.	= $ ______
	3/5-Digit ZIP + 4		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic Barcoded		× ______ pcs.	= $ ______
	Basic ZIP + 4		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
BMC Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	5-Digit Barcoded		× ______ pcs.	= $ ______
	3-Digit Barcoded		× ______ pcs.	= $ ______
	3/5-Digit ZIP + 4		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic Barcoded		× ______ pcs.	= $ ______
	Basic ZIP + 4		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
SCF Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	5-Digit Barcoded		× ______ pcs.	= $ ______
	3-Digit Barcoded		× ______ pcs.	= $ ______
	3/5-Digit ZIP + 4		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic Barcoded		× ______ pcs.	= $ ______
	Basic ZIP + 4		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
DDU Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______

Total - Part A (Carry to front of form) $ ______

Non-Automation-Compatible Letter .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
BMC Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
SCF Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
DDU Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______

Total - Part B (Carry to front of form) $ ______

Nonletter - .2067 lb. (3.3067 oz.) or less (.2082 lb. (3.3314 oz.) or less for nonprofit)

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort	111	× 300 pcs.	= $ 33.3
	Basic		× ______ pcs.	= $ ______
BMC Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
SCF Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
DDU Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______

Total - Part C (Carry to front of form) $ 33.3

All Mail - More than .2067 lb. (3.3067 oz.) (.2082 lb. (3.3314 oz.) for nonprofit) but less than 1.0 lb. (16.0 oz.) Enter the applicable rate applied to each piece computed as described in DMM 611.242

Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge
None	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
BMC Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
SCF Entry	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______
	3/5-Digit Presort		× ______ pcs.	= $ ______
	Basic		× ______ pcs.	= $ ______
DDU	Saturation W/S		× ______ pcs.	= $ ______
	Carrier Route		× ______ pcs.	= $ ______

Total - Part D (Carry to front of form) $ ______

PS Form **3602-PC**, May 1991 *(Reverse)*

BEST COPY AVAILABLE

ACE MAILING

Module 6

Special Delivery: Pronunciation at Work

Project EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

**Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992**

Copyright © 1992 by Career Resources Development Center

655 Geary Street
San Francisco, CA 94102
(415) 775-8880

320 13th Street
Oakland, CA 94612
(415) 268-8886

All rights reserved. Permission is given to social and educational facilities
to reproduce this workbook if there is no charge to students.

Printed in U.S.A.

CONTENTS

PAGE

INTRODUCTION i

TEACHING GUIDE iii

OBJECTIVES v

TEXT

Unit 1: The Alphabet 1

Unit 2: Yellow Jello 3

Unit 3: Three Trees 10

Unit 4: Chinese Shoes 13

LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 26 year-old, non-profit, community-based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company president, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "The Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce to maximize productivity. This translates into workers' ability to read and understand work orders, and to perform job tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct a needs assessment at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 6 modules. The content and objectives of the modules are explained inside each one.

Project EXCEL

EDUCATION PARTNER

CRDC
655 Geary Street
San Francisco, CA 94102

Staff

Mabel Teng, Executive Director

Sharon Tu, Project Coordinator

David Hemphill, External Evaluator

Drew Westveer, Curriculum Developer and Illustrator

Chris Shaw, Counselor/Instructor

Pennie Lau, Counselor/Instructor

Oscar Ramirez, Counselor/Instructor

BUSINESS PARTNER

Ace Mailing, Inc.
2757 16th Street
San Francisco, CA 94103

Personnel

Gwen Kaplan, President

George Hamilton, Account Executive

Mitchel Darrow, Administrative Manager

Tony Rivera, Production Manager

TEACHING GUIDE

Curriculum Design and Description

This curriculum is designed to assess and correct specific areas of difficulty in pronunciation. By starting with the individual sounds of the letters of the alphabet, the teacher can identify which sounds and combinations of sounds are difficult to pronounce and use these to develop lessons. The module focuses on sounds specifically chosen for the Hispanic students at ACE Mailing. Excellent texts have been written on pronunciation difficulties unique to Spanish speakers. The exercises in these texts were adapted for this module, designed for a specific student population with work-related pronunciation needs. Thus, the material was made relevant and contextual at every opportunity.

UNIT 1: The Alphabet

Part 1

This exercise is a foundation to the module. It serves to introduce or reinforce the names of the letters. And by going through each of the sounds of the letters one by one, it can reveal problems the students have in pronunciation. Certain combinations of sounds may cause confusion for the students, (i.e. G-J, A-H, E-I-A). These may be highlighted and used in Part 2.

Part 2

This exercise focuses on specific letter combinations that may provide difficulties for the students. Letters may be taped, each letter sounded twice. Students provide the correct answers at the end of the exercise. Teacher writes the answers on the board.

Part 3

The following exercises, providing practice with names, tie in with Module 4. Exercise 3 may also be taped, each name sounded two or three times. Students write their answers on the board to practice writing, to get them out of their seats and for assistance from classmates in correction.

Part 4

Five names are given to the first student to dictate to his partner. Then, five are given to the second to dictate to the first student. The students alternate practice in reading/speaking with listening/writing. They may correct each other within their group.

UNITS 2,3 and 4: Pronunciation

Acknowledgement: The exercises in Units 2,3 and 4 are adapted from *English Pronunciation for Spanish Speakers*, Paulette Dale and Lillian Poms, Prentice Hall, 1986.

These units introduce two sounds separately and then provide exercises that combine them. The exercises are very structured so it is important to look for opportunities throughout the lessons to introduce workplace-based communicative activities. The focus of these exercises is on sound production rather than meaning and on learning to recognize letters and letter combinations that form a particular sound. Even so, many opportunities will arise to answer student-generated questions regarding vocabulary and grammar.

In the *Listen and Repeat* exercises, it is important to include as many words as possible from the worksite. The activity will be more meaningful and relevant to the students, it will reinforce the language they produce while at work, and it will decrease the time spent on explaining new vocabulary items. For material, I incorporate words and phrases that the students may hear and produce at work, relevant cultural notes, and language items taken from previous Modules.

In the exercises that require the students to circle the letters in each word that produce a certain sound, I ask the students to tell me which letters they circled and then write these in columns on the board. This helps reinforce the teaching point that there are different letters and combinations of letters that all produce the same sound. The idea is that the students will learn to look for these familiar cues while reading to aid them in pronunciation.

After the students listen to the dialogues and practice reading them several times, I ask them to pick out the words that contain a certain sound line by line. Each line of the dialogues is numbered for this reason. The words are written on the board and are thus isolated for further pronunciation practice. The students can also make note of these words to take home and practice.

Additional Sources Consulted

Pronunciation Contrasts in English, Don L.F. Nilsen and Alleen Pace Nilsen, Regents Publishing Company, Inc.

Pronunciation Pairs, Ann Baker and Sharon Goldstein, Cambridge University Press, 1990.

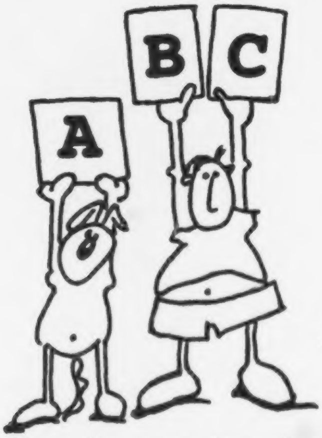
OBJECTIVES OF MODULE 6

All of the modules in this series were designed to help employees of ACE Mailing develop communication skills and strategies to improve job performance. Effective communication on the job involves not only understanding co-workers and supervisors but being understood. This module provides exercises to assess and practice areas of difficulty in pronunciation. The exercises are set within a contextual framework that is familiar to the students and will ideally provide them the opportunity to transfer what they learn from the classroom to the workplace.

The specific objectives of this module are to:

1. identify sounds and combinations of sounds that are difficult for students to pronounce.
2. isolate these sounds in a series of *Listen and Repeat* exercises.
3. introduce words from the workplace that contain these sounds.
4. provide pronunciation practice in the form of a contextual, workplace-based dialogue.

UNIT 1: THE ALPHABET



LISTENING/SPEAKING: Listen to your teacher and repeat the names of the letters.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

LISTENING: Listen and circle the letter you hear.

1. G J
2. A H
3. B V P
4. E I A
5. D T
6. S F
7. K Q
8. M N
9. Z C
10. U V W
11. G J
12. A H
13. B V P
14. E I A
15. D T
16. S F
17. K Q
18. M N
19. Z C
20. U V W

LISTENING/WRITING: Listen and spell the names you hear.

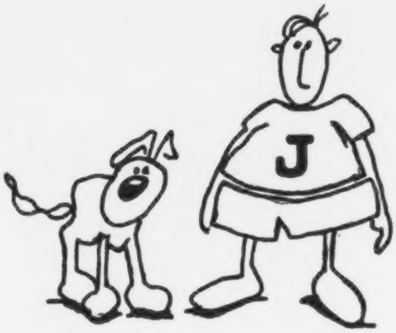
1. _ _ _ _ _
2. _ _ _ _ _ _
3. _ _ _ _ _ _
4. _ _ _ _ _
5. _ _ _ _ _
6. _ _ _ _ _ _
7. _ _ _ _ _ _ _
8. _ _ _ _ _ _
9. _ _ _ _
10. _ _ _ _ _
11. _ _ _ _ _ _
12. _ _ _ _ _
13. _ _ _ _ _ _ _
14. _ _ _ _ _ _
15. _ _ _ _ _

LISTENING/WRITING: Listen to your partner and write the names.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

UNIT 2: YELLOW JELLO



LISTENING/SPEAKING: **Listen and repeat.**

job
July
junk
jet
gym
germ
just
joking

edges
adjust
manager
damaged
fragile
injure
danger
suggestion

age
page
large
edge
package
postage
storage
orange

LISTENING/SPEAKING: **Listen and repeat the following words. Then circle the letters in each word that have the sound of "J".**

January
juice
June
adjust
enjoy

package
language
George
change
charge

bridge
knowledge
judge
fridge
edge

LISTENING/SPEAKING: **Listen and repeat.**

1. Just a moment.
2. My job is putting the postage on the package.
3. George mailed a large package.
4. The permit imprint is at the edge of the package.
5. I just finished putting the stickers on the large package.
6. Gwen is going to Georgia in July.

LISTENING: You are mailing a package overseas. Circle the countries or cities that have the "J" sound.

Java
England
Japan
Belgium

Guatemala
Germany
Greenland
Argentina

Jerusalem
Jamaica
Algeria
China

Greece
Hungary
Egypt
Luxembourg

SPEAKING: Practice with a partner. Use the names of the countries from the list above that have the sound of "J".

Student A: "Where are you sending this package?"

Student B: "I'm sending the package to ______________."

SPEAKING: Can you think of other words with the sound of "J" to fill in the blanks?

Examples: Georgetown Julie's house

Angel Island

LISTENING: Listen carefully to the following words. Do you hear the sound of "J"? Circle YES or NO.

Example: (gym) [✓ YES] NO

1. YES NO
2 YES NO
3. YES NO
4 YES NO
5. YES NO
6. YES NO
7. YES NO
8. YES NO
9. YES NO
10. YES NO

GETTING READY: **Practice the following words in Spanish that have the sound of "Y".**

playa pollo hielo llamar

LISTENING/SPEAKING: **Listen and repeat.**

yes
you
yellow
use
unit
year
yesterday
onion
human
cucumber
beyond
beautiful
regular
refuse

LISTENING/SPEAKING: **Listen and repeat the following words. Then circle the letters in each word that have the sound of "Y".**

you
your
yes
yogurt
yellow
union
California
Virginia
million
onion
uniform
music
cute
usually
refuse

LISTENING/SPEAKING: Listen and repeat.

1. How are you today?
2. Excuse me.
3. May I help you?
4. Did you get your labels?
5. How many years have you worked at ACE?
6. Yesterday we mailed a *million* packages!
7. The yellow stickers have not yet arrived.
8. Do you know how to use the meter machine?
9. Do you listen to music when you're working?

LISTENING: Listen carefully to the following words. Do you hear the sound of "J" or the sound of "Y"? Circle J or Y.

Example: (joke) [✓ J] Y

1. J Y

2 J Y

3. J Y

4 J Y

5. J Y

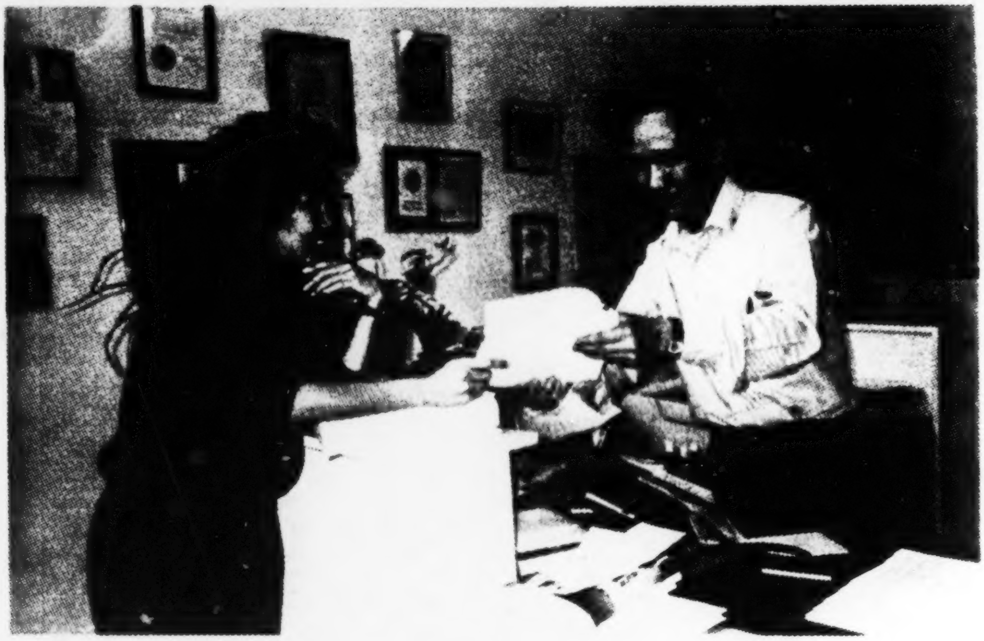
6. J Y

7. J Y

8. J Y

9. J Y

10. J Y



SPEAKING: Practice the following dialogues.

Dialogue I

(1) ACE Employee: Hello!

(2) Customer: Hello! How are you?

(3) ACE Employee: Fine. Thanks. And you?

(4) Customer: Great! Is your boss in yet?

(5) ACE Employee: No. She just left.

(6) Customer: Do you know when she'll be back?

(7) ACE Employee: Well, she just went to lunch with Mayor Jordan.

(8) Customer: I see. Will you tell her I was here?

(9) ACE Employee: Yes. Your name?

(10) Customer: Yolanda Johnson.

(11) ACE Employee: And your telephone number?

(12) Customer: She can reach me at my office on University Avenue.

Dialogue II

(1) ACE Employee: Excuse me! Do you know where University Avenue is?

(2) Jogger: Yes, I do. It's just beyond Canyon Street.

(3) ACE Employee: Where is Canyon Street?

(4) Jogger: Do you see the yellow Jeep?

(5) ACE Employee: Yes. It's across from the large schoolyard.

(6) Jogger: Then do you see a Japanese restaurant?

(7) ACE Employee: The Magic Onion! I ate lunch there yesterday!

(8) Jogger: Did you have the gingered yams?

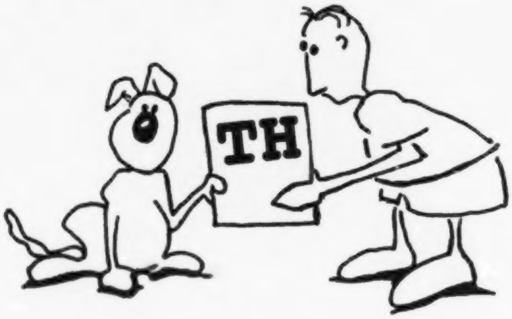
(9) ACE Employee: Yes. And the delicious yellow jello!

(10) Jogger: You'll see University Avenue from there.

(11) ACE Employee: Thank you for your help. You're very nice.

(12) Jogger: You're welcome. Goodbye.

UNIT 3: THREE TREES



GETTING READY: Form the sound of "TH" by placing your tongue between your teeth. Practice by saying:

THANK YOU.

LISTENING/SPEAKING: Repeat the following words. Place your tongue ***BETWEEN*** your teeth for "TH" and ***BEHIND*** your teeth for "T".

"TH"	"T"
three	tree
threw	true
thought	taught
thin	tin
thigh	tie
tenth	tent
both	boat

LISTENING: Listen and repeat. Where do you hear the sound of "TH", at the beginning, middle or end?

thumb
think
thirsty
through
thousand
thigh
thanks
thick
thin
Thursday

bathtub
toothpaste
thirty-three
two-thousand
birthday
anything
something
nothing
healthy

north
south
worth
month
mouth
length
width
fourth
fifth
teeth

LISTENING: Listen carefully to the following words. Where do you hear the sound of "TH"? Circle Beginning, Middle or End.

Example: (thousand) [✓ Beginning] Middle End

1. Beginning Middle End
2. Beginning Middle End
3. Beginning Middle End
4. Beginning Middle End
5. Beginning Middle End
6. Beginning Middle End
7. Beginning Middle End
8. Beginning Middle End
9. Beginning Middle End
10. Beginning Middle End

LISTENING: Listen carefully to the following words. Do you hear the sound of "TH" or the sound of "T"? Circle TH or T.

Example: (thumb) [✓ TH] T

1. TH T

2 TH T

3. TH T

4 TH T

5. TH T

6. TH T

7. TH T

8. TH T

9. TH T

10. TH T

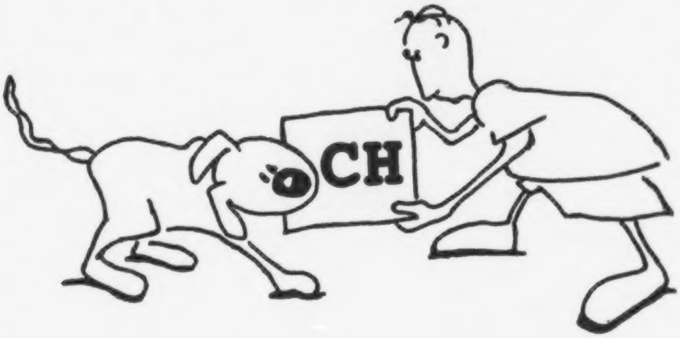
SPEAKING: **Practice the following dialogue.**

Dialogue III

(1)	Receptionist:	Good morning. May I help you with something?
(2)	ACE Employee:	Is this the Three Trees Import Company?
(3)	Receptionist:	Yes, it is.
(4)	ACE Employee:	I'm here to see Yolanda Johnson.
(5)	Receptionist:	Ms. Johnson isn't in, but I'm Thelma Thornton, her assistant.
(6)	ACE Employee:	Pleased to meet you. I'm Ruth from ACE Mailing. I think there is a job for us this month.
(7)	Receptionist:	Yes, we have 30 thousand envelopes to mail.
(8)	ACE Employee:	Did you say 13 thousand?
(9)	Receptionist:	No. **30** thousand. It's a big job.
(10)	ACE Employee:	That's the truth! But ACE can mail anything for you. And we're thorough and efficient.
(11)	Receptionist:	I thought so. Thank you very much.

BEST COPY AVAILABLE

UNIT 4: CHINESE SHOES



GETTING READY: Practice the following Spanish words with the sound of "CH".

chile chocolate mucho ocho

LISTENING/SPEAKING: Listen and repeat the following words. Then circle the letters in each word that have the sound of "CH".

church
change
much
each
suggestion
question
kitchen
watch
picture
culture

LISTENING: Listen and repeat. Where do you hear the sound of "CH", at the beginning, middle or end?

chair
Cheshire
cheap
China
cheek
chew
chilly
check
change
charge

teacher
question
kitchen
picture
potato chip
suggestion
future
culture
nature
matching

reach
touch
sandwich
batch
which
bench
bunch
March
ouch
lunch

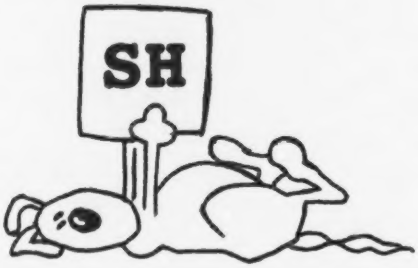
LISTENING: Listen and repeat.

1. Watch out!
2. Oscar likes cherry pie and chocolate chip cookies.
3. How much does the meter machine weigh?
4. Olga ate a cheese sandwich for lunch.
5. Which labels should I use?
6. The Cheshire labels are on the chair.
7. The teacher chose Miverva to answer the question.

LISTENING: Listen carefully to the following words. Where do you hear the sound of "CH"? Circle Beginning, Middle or End.

Example: (chair) [✓ Beginning] Middle End

1. Beginning Middle End
2. Beginning Middle End
3. Beginning Middle End
4. Beginning Middle End
5. Beginning Middle End
6. Beginning Middle End
7. Beginning Middle End
8. Beginning Middle End
9. Beginning Middle End
10. Beginning Middle End



GETTING READY: The sound of "SH" may be a new sound for you. Practice by saying:

shoe machine English

LISTENING/SPEAKING: Listen and repeat.

shut
sure
shop
shipment
shipper
she
shelf
shiny
shape

special
delicious
mushroom
ocean
insure
tissue
machine
conversation
caution
information
vacation
production

fish
rush
cash
push
brush
wish
finish
Spanish
English

SPEAKING: Now, say each word above and circle the letters in each word that have the sound of "SH".

LISTENING/SPEAKING: Listen and repeat.

1. Shut off the machine.
2. I wish you would fix the meter machine.
3. I speak English and Spanish.
4. Send this package to Chicago.
5. Will you share your lunch with Olga?
6. Are you finished putting on the Cheshire labels?
7. After work I'm going shopping for a new shirt.
8. I am too short to reach the meter machine.

LISTENING/SPEAKING: Listen and repeat.

chair - share
cheat - sheet
chew - shoe
choose - shoes
which - wish
witch - wish

cheap - sheep
cheese - she's
chip - ship
chop - shop
catch - cash
watch - wash

LISTENING: Listen carefully to the following words. Do you hear the sound of "CH" or the sound of "SH"? Circle CH or SH.

Example: (machine) CH [✓ SH]

1. CH SH

2 CH SH

3. CH SH

4 CH SH

5. CH SH

6. CH SH

7. CH SH

8. CH SH

9. CH SH

10. CH SH

SPEAKING: Practice the following dialogue.

Dialogue IV

(1) Customer: Good morning. Yolanda Johnson speaking.

(2) ACE Employee: Good morning. This is Mitchel with ACE Mailing. May I help you?

(3) Customer: We received a shipment of Chinese shoes. And we want to mail a special promotion to reach all sections of the city.

(4) ACE Employee: May I make a suggestion? You should print the brochures in Spanish and English.

(5) Customer: Great idea! Is there an additional charge for a rush order?

(6) ACE Employee: This will be ready on Thursday for no extra charge.

(7) Customer: I wish everyone were as efficient as ACE Mailing! I'm sure glad this is finished. Now I'm going on a short vacation!

(8) ACE Employee: Where are you going?

(9) Customer: I'm going shopping in Chicago.

(10) ACE Employee: You should check the temperatures. It can be chilly there in March.

Module 6

Listening Script and Answer Key

Unit 1: The Alphabet

Listening (page 1)

1. G
2. H
3. V
4. E
5. D
6. F
7. K
8. M
9. Z
10. U
11. J
12. A
13. B
14. A
15. T
16. S
17. Q
18. N
19. C
20. W

Listening/Writing (page 2)

1. ALICE
2. ELISSA
3. ELAINE
4. ALLEN
5. HENRY
6. TAMARA
7. RICHARD
8. JANICE
9. GWEN
10. EDWIN
11. WALTER
12. BETTY
13. STEPHEN
14. MONICA
15. HELEN

Listening/Writing (page 2)

1. MICHAEL
2. CHRISTINE
3. JENNIFER
4. LAUREN
5. TERRY
6. FRANCES
7. CATHERINE
8. CHRISTOPHER
9. JEFFREY
10. WILLIAM

Unit 2: Yellow Jello

Listening/Speaking (page 3)

Column 1	Column 2	Column 3
-j-	-g-	-dg-

Listening (page 4)

Java Jerusalem
Germany Jamaica

Japan Algeria Egypt

Belgium Argentina

Listening (page 5)

1. (July) YES
2. (yellow) NO
3. (yes) NO
4. (large) YES
5. (postage) YES
6. (danger) YES
7. (your) NO
8. (inches) NO
9. (January) YES
10. (choose) NO

Listening/Speaking (page 6)

Column 1	Column 2	Column 3
-y-	-io- -ia-	-u-

Listening (page 7)

1. (your) Y
2. (joke) J
3. (package) J
4. (yellow) Y
5. (year) Y
6. (unit) Y
7. (jello) J
8. (jail) J
9. (jet) J
10. (use) Y

Unit 3: Three Trees

Listening (page 10)

Column 1	Column 2	Column 3
Beginning	Middle	End

Listening (page 11)

1.	(thank)	Beginning
2.	(something)	Middle
3.	(thumb)	Beginning
4.	(tenth)	End
5.	(month)	End
6.	(toothbrush)	Middle
7.	(thoughtful)	Beginning
8.	(nothing)	Middle
9.	(both)	End
10.	(thin)	Beginning

Listening (page 11)

1.	(tree)		T
2.	(math)	TH	
3.	(booth)	TH	
4.	(month)	TH	
5.	(tin)		T
6.	(Thursday)	TH	
7.	(tent)		T
8.	(sheet)		T
9.	(both)	TH	
10.	(something)	TH	

Unit 4: Chinese Shoes

Listening/Speaking (page 13)

Column 1	Column 2	Column 3	Column 4
-ch-	-ti-	-tch-	-tu-

Listening (page 13)

Column 1	Column 2	Column 3
Beginning	Middle	End

Listening (page 14)

1.	(catch)	End
2.	(teacher)	Middle
3.	(ouch)	End
4.	(change)	Beginning
5.	(sandwich)	End
6.	(chocolate)	Beginning
7.	(kitchen)	Middle
8.	(March)	End
9.	(chicken)	Beginning
10.	(watch)	End

Speaking (page 15)

Column 1	Column 2	Column 3
-sh-	-ci-	-sh-
-s-	-sh-	
	-ce-	
	-s- -ss-	
	-ch-	
	-ti-	

Listening (page 16)

1.	(shop)		SH
2.	(shoe)		SH
3.	(switch)	CH	
4.	(chose)	CH	
5.	(shipper)		SH
6.	(China)	CH	
7.	(sheet)		SH
8.	(production)		SH
9.	(catch)	CH	
10.	(wish)		SH